

# School Activities

## TRAINING FOR CIVIC LEADERSHIP

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# School Activities

## The National Extra-Curricular Magazine

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## As the Editor Sees It

The witch-hunting, publicity-seeking, teacher-baiting, constructive-programless super-patriots should ponder the statement of the new Commander of The American Legion, Harry W. Colmery, to the effect that his organization will have nothing to do with the usual baneful program. He wants the schools to develop an intelligent and discriminating type of patriotism rather than a blind and highly emotionalized type. More power to this educational statesman! To the organization which he heads! And to the teachers who follow his leadership!

A single glance at the fourth annual "Extra-Curricular Calendar" (1936-37) issued by the State High School Principals' Association of Kansas should convince the most skeptical individual of the important place these activities now occupy in public education. Play Days, Roundtables, Conferences, Festivals, Tournaments, Tests, Relays, Meets, Carnivals, Weeks, Fetes—63 of these major interscholastic events in one school year! The calendar most certainly reflects credit on this Association and on its individual members.

May we call your special attention to Catherine Rathman's article in this issue, "The Activities Festival"? Secondary school activities have often been over-competitized and under-festivalized. Activities to educate direct and indirect participants are much more logical and justifiable than Roman Holidays to tickle spectators.

An Eastern school has instituted a plan of giving each pupil a half-day off for a good monthly attendance record. Sort of reducing a sentence by good behavior, eh?

You are planning to celebrate the Horace Mann Centennial in 1937? Good! May 4th is Horace Mann's birthday. His life and his contributions can be appropriately reflected in Parent-Teacher, civic, and professional meetings, assembly and home room programs, commencement activities, and in other school and community meetings. We shall

have an article containing suggestions and help for you soon.

But even in school festivals there is a danger that tickling spectators (and school-staff members) will become too important an objective. In one populous state, "150 of the best musicians from over 250 high schools (sic) were accepted for the All-State Chorus." The promoters and supporters of such spectacles should be very careful about criticizing interscholastic athletics.

"Courtesy Pays" is a common slogan. It certainly paid Dixie College, to which Robert P. Doremus willed \$1,500,000 because of the graciousness of an unknown student on the occasion of Mr. Doremus' visit to this campus.

All of the 26 schools in a certain city were recently closed because of financial difficulties. But we'll gamble a cross section of our neck that the saloons—pardon us, the "taverns," bars, pool halls, movie houses, dance halls, and similar "educational" institutions, remained open. The well-known slogan, "Millions for defense but not one cent for tribute," has, apparently become, in some sections, "Millions for liquor but not one cent for public schools."

Oh, by the way, are you familiar with the Journal of Education's "News Edition"? We couldn't do without it.

In a state university town recently the local musicians' union howled vehemently because some university organizations planned to bring in a nationally known band (union, too) for a big "hop." To compromise, these organizations paid the local musicians, even though they did not play a note for the event. We believe that both sides were wrong: the union for attempting to racketeer, and the organizations for their willingness to be racketeered. Such shake-down tactics bring unionism into disrepute and such organizations into disrespect.



# Training for Civic Leadership

MARIE RITA MESSER

*Activity Director, Gladstone Junior High School, Pittsburgh, Pennsylvania*

## Part 1—The Training of Home Room Officers

ONE OF THE MAJOR requisites of a democratic republic is intelligent leadership.

Too little time and attention is given to the development and training of civic leaders by the United States. Minerva-like, they seem to spring out of the great mass of the people to fill government offices, but too few of them possess the wisdom of Minerva. Too many are Topsy-growths. To survive as a republic, the United States must give more thought to the problem of selecting and training its citizens for civic leadership.

The duty of the public school in aiding the nation to solve this pressing problem is apparent. If the school is the training ground for the development of good citizens, it is also the camp from which should march out in the service of their city, state, and nation a group of potential leaders who thoroughly understand the duties and responsibilities of leadership as well as the privileges and the emoluments it bestows.

Unfortunately, many of our schools permit pupils to assume positions of leadership who show few of the qualifications or who have had little or no training for the positions they must fill. Pupils are elected to positions of civic leadership by their fellow-citizens on the basis of athletic ability, popularity, social prestige, or some other quality or characteristic which is not or should not be a factor in the selection of civic leaders. It is the purpose of this series of three articles to explain how the Gladstone School Republic is performing the first of these two duties.

To give its citizens a practical application of their course in civics, Gladstone has developed over a period of years a federal system of student participation in the government of the school which is closely akin to that of the United States. There are twenty-nine home room-states in this republic, each state electing a corps of home room officers by the preferential ballot. The major officers are: president, vice president, secretary, assistant secretary, treasurer, and assistant treasurer; the minor officers: librarian, sergeant-at-arms, assistant sergeant-at-arms, clean-up officer, and assistant clean-up officer.

No office in the home room exists just for the

sake of having an officer to fill it. Each officer has a specific duty, or duties, to perform in the home room from day to day. The president calls the group to order in the morning when the tardy bell rings and orders the assistant secretary to call the roll. As this is done, the secretary makes out the absentee slip, and the assistant sergeant-at-arms takes it, when completed, to the office for publication in the Daily Bulletin. The president then orders that member of the group who has charge of devotional exercises for the day to proceed with Bible reading and the Lord's Prayer. On Tuesdays, the treasurer and assistant treasurer arrive early to take charge of banking, which work they complete after roll-call and devotional exercises. Every day the librarian goes to the library to get the list of those whose books are overdue and those who are recalcitrant in paying fines. During this Opening Exercise Period, the sergeant-at-arms takes up a position at the door of the room and confers with all visitors who come with messages before admitting them. If possible, this officer takes the message or handles the affair without interfering with the work then being done by the group and the teacher. In this way the sponsor and the class are not unduly annoyed with messages which might delay the business of the day.

On Thursdays the groups report to home room for a forty-five-minute meeting. This is the regular weekly home room period. The president presides; the assistant secretary calls the roll; the secretary reads the minutes and takes notes for those of the day. Under "officers' reports" is the business of the day; the president and the treasurer report weekly; the other officers make a report on their work once a month. In giving his report the president explains to the class what was done in Presidents' Council that week (Council is the legislative department of the school's government in which the home room president represents his group) and also makes a report to the sponsor on the citizenship of the class as a whole for the week. If this has been unsatisfactory, the group discusses ways and means of bettering it. The treasurer makes a report on banking. When the various officers make their monthly reports, the

group calls to their attention any tendency on their part to fail in the performance of their duties. In this way officers are brought to realize that they have a responsibility to the group and that the group has a right to demand that they live up to this responsibility.

Home room officers have duties to perform outside the home room as well as in it. If for any reason a teacher is called out of a classroom, the president takes immediate charge and, if possible, leads the class in carrying on its work until the teacher's return. In auditorium periods, at movies and assembly, the president and the vice president assume responsibility with the attending teacher for the obedience of auditorium regulations by the class. The clean-up officers inspect lockers, which are in the halls, to make certain that these are kept clean. At the sound of the traffic bell at the end of each period in the day, these same officers rise and inspect the room, ordering the class to pick up any paper which was dropped on the floor during the period. When special duties arise, class teachers feel free to call upon the officers of a group to perform these tasks. Both faculty and student body look upon the home room officers with respect and demand of them service.

To distribute these opportunities for service to the school and to increase the number of citizens who receive training for leadership, no home room officer is permitted to succeed himself in office. He may be president in 7B and in 8B, but not in 7B and in 7A. This is one of the students' own regulations and they understand and appreciate the reasons for its existence upon their statute books. Like all their other regulations, it is subject to revision once a year, so that no law is retained without a purpose, nor permitted to become obsolete.

In fairness to the officer and out of respect for the office he is to hold, the school makes plain what is expected of each officer before elections take place. Stress is laid in home room discussions on the characteristics of a good leader, the qualifications necessary to hold each of the home room offices, and the duties and responsibilities of each officer. After the elections and during the remainder of the semester, the work of the officers (as previously noted) is observed carefully by the home room and its sponsor, and the officer who is proved to be inefficient is recalled from office by the group by and with the sponsor's approval. In the case of the president, the approval of the activity director and of the principal is required for a recall. At the end of the semester, Judgment Day finds each home room sitting in judgment of its officers. No officer is

permitted to receive credit toward his Service Card whose work has not been approved by his fellow-citizens and his sponsor. In this way, pupil-leaders are taught that positions of leadership demand adherence to duties and assumption of responsibilities before civic recognition and public acclaim are to be expected.

The home room assumes entire charge of the training given to the minor home room officers, but the school accepts its share of responsibility for training the major officers.

Home room presidents automatically become their home room's representative in Council. There the presidents not only discuss and legislate upon school problems, but also, with the vice presidents, receive from the activity director a six-weeks' course in how to preside at home room meetings. At the end of the course, these officers are required to pass a test to prove that they do know how to preside. Conferences with the home room sponsors are held by the activity director to make certain that this training was really effective, for it would be possible for a pupil to pass the test without being able to apply his knowledge to a real situation in his home room. Special help is given to those whose work in the chair in home room meetings is not as effective as it might be. Progress during the semester is noted and encouraged.

Similarly, the home room secretaries and assistant secretaries are trained by the activity director. At the beginning of the semester, meetings are held in which these fifty-eight officers are given instruction in how to take and to write minutes. The minutes are marked each week by the activity director (a plus is given to indicate good work; a check, satisfactory work; a minus to signify that the officer is due in the Activity Office to receive more intensive training in his work.) The best set of minutes for the week are posted on the activity bulletin board. Two pupil leaders who have proved to be excellent secretaries in home room office in previous semesters are taken into Cabinet each semester to act as assistants to the activity director in training the secretaries (Cabinet is the executive department of school government. Its work will be explained in detail in the third of this series of articles.) These two officers attend all secretaries' meetings, actively assist in giving instruction to the secretaries, keep a card index of the work done by each secretary and assistant secretary showing the officer's progress or lack of it from week to week, receive the minutes from the secretaries, check these minutes as having been turned in, give them to the activity director to be marked, and finally,

return them to the secretaries after being marked. From time to time, the twenty-nine sets of minutes are given to the principal to read. He usually places in the Daily Bulletin the following morning a note of approval and commendation which recognizes the importance of the secretaries' work and which greatly encourages them to "carry on." This is not done so often that it becomes a stereotyped procedure. Its value, therefore, is obvious.

The faculty treasurer trains the home room treasurers and their assistants. Working under her are two pupil school treasurers, formerly outstanding home room treasurers, who assume in respect to these officers duties similar to those outlined above for the two Cabinet officers who are in charge of the secretaries. Treasurers are trained to take charge of banking on Tuesday mornings and to sell during the semester all tickets for plays, athletics, etc.

Banking duties involve making out banking slips for each depositor, receiving and counting the money to the faculty and school treasurers. Graphs

are made by classes in mathematics to show the record of the home rooms in banking each week. The best graph is placed on the activity bulletin board. Pupils are encouraged to bank, but no undue pressure is brought to bear on them. The school frowns upon 100% records in this field because of the pressure frequently exerted to attain such records. The Gladstonian ideal in banking is "Save for a Purpose" instead of just "Save."

Utilizing such a system in the training of its home room officers, Gladstone gives training in leadership each semester to a total of 319 pupil-leaders in home room work alone. Not all of these possess leadership in the real sense of the word, but all learn that if they wish to serve the body politic in a position of importance and responsibility, they must: (1) possess certain characteristics which make them fit to run and fit to serve; (2) once elected, perform their duties and accept their responsibilities if they wish to retain their offices; (3) expect recognition and demand acclaim only after the successful performance of duty.

## What Price Democracy?

R. H. JORDAN

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EVIDENCE is accumulating which seems to indicate that, despite the depression years, in many schools children are having to meet financial demands out of proportion to their resources. In too many instances these demands actually seem to threaten the democratic basis on which schools presumably are founded.

Clubs and other organizations are continually imposing dues, conducting candy sales, pennant sales, and all sorts of sales; contributions are being levied for special days; and even worse practices are being urged by certain school authorities. For many years children have been urged to make 100% records in giving for Thanksgiving and for Christmas. Home rooms have entered into competition to see which would raise the most money. They have emphasized that every child must give, if only a penny.

Just now the lottery mania seems to be invading some institutions. Last spring, at least one principal in New York state conducted a public drawing for an automobile from the stage of his assembly hall on a given evening. Football pools have been common, even though not carried on

officially, in high schools during this present season.

A most vicious practice is becoming more prevalent yearly in the schools of New York state. Principals are using the services of commercial bureaus to secure assembly speakers. They frequently are not paid by an appropriation by the board of education or the parent teachers association. Instead the children are charged admission fees to the regular assembly during regular school hours to hear these speakers. Practice varies. In some schools a charge of ten cents is levied upon each child and he is required to pay unless he can bring evidence that his family is financially incapable, in which case he may be excused from this charge. In other schools the fee is levied, but children who do not wish to pay, or can not pay, are sent to study halls during the period of the assembly. One principal of my acquaintance levies an assembly fee at the opening of the year covering all school assemblies. Children who do not pay this fee are not allowed to attend any assemblies of the year. It would seem that such practices are utterly indefensible. There would

seem to be no more reason for charging admission to the school assembly than to charging admission to the English or the Latin class.

All of this suggests the question whether the public school is an educational institution or a money raising establishment.

The writer takes no exception to the charge of admission fees for school entertainments and athletic contests which are open to the general public. He would, however, arrange these fees so that the pupils of the school would be admitted free of charge or at reduced rates. The point to which he would object would be that of carrying on continual financial levies upon pupils for the every day activities confined to pupil attendance and to pupil development. The practice of many schools in charging a lump sum payable in installments to cover all activities of the year is a step in advance and may be commended if it is clearly demonstrated by a proper survey that such a sum

is within easy financial resources of the large majority of the pupils. If, however, it involves too great a drain on family purses, such a plan cannot be indorsed. In a large number of our schools investigations have shown that pupils are going without lunches or depriving themselves in other ways detrimental to health, in order to meet these demands. Whenever such situations are discovered, a remedy must be applied.

The vicious, though time honored, practice of school 100% contributions must be discontinued. Further, the writer in his own schools has never allowed amounts raised in individual classes or home rooms to be published, so that money raising rivalry is discouraged. Every activity of the school day should be open to every child of the school with no financial discrimination. Above all, school policies should not be determined primarily on a financial basis. Our high schools will not be able to meet their critics with clean hands until these abuses are reformed.

## Evaluating the School Activities Program

PAUL R. GRIM

*Bureau of Educational Research, Ohio State University, Columbus, Ohio*

**W**HY AN ACTIVITIES program in the modern high school? True, it "just grew," but certainly a definite need and purpose lay somewhere behind its rapid and truly remarkable growth. This purpose does exist in a place where we would naturally expect to find it: as a definite need in the lives of our adolescent boys and girls today. The need had long been felt and noted, but never squarely met. The academicians had given lip service to this need for many years, but wishful thinking was their only apparent solution. This need, simply stated, was that high school boys and girls be permitted to live fully and joyfully *now* in order that they might *continue to live* in a desirable manner as *future* citizens. They needed to meet and accept responsibility in their school life in order that they might carry it more adequately in later life. They needed to participate and share common interests so that they might the better cooperate in a more complex but no more real life tomorrow. As Roberts and Draper well put it:

Habits, attitudes and ideals become a part of the life of the student through his performance in the various school activities when the school program is founded and allowed to develop so that the students are reacting again and again to deeds having moral values.<sup>1</sup>

1. Roberts and Draper. "Extraclass and Intramural Activities in High Schools," p. 23.

Cubberley, in speaking of the relationship of the school to a democratic government, says:

Responsibility for good government, under any democratic form of organization, rests upon all, and the school should give preparation for the political life of tomorrow by training its pupils to meet responsibilities, developing initiative, awaking social insight and causing each to shoulder a fair share of the government of the school.<sup>2</sup>

2. "Ibid." p. 22, quoting Cubberley, E. P. "An Introduction to the Study of Education," p. 159.

The major purposes and functions of the school activities program as described above are generally listed by authorities under the following somewhat common objectives:

1. To help the student learn to become a *good citizen in a democratic society*.<sup>3</sup>
2. To help the student learn the *cooperative way of life*.<sup>4</sup>
3. To help the student develop *sentiments of law and order*.<sup>5</sup>
4. To help the student develop and maintain *optimum physical and mental health*.<sup>6</sup>
5. To help the student develop the qualities of *good leadership and followership*.<sup>7</sup>



6. To help the student to make *desirable moral, ethical and social adjustments*.<sup>8</sup>
7. To help motivate the student's *intellectual development*.<sup>9</sup>
8. To help the student develop the concept of a *beautiful home and wholesome home life*.<sup>10</sup>
9. To help the student develop *avocational interests and recreational hobbies*.<sup>11</sup>
10. To help the student develop a sense of *responsibility for his choices and selections*.<sup>12</sup>
11. To help the student learn more about various *vocational opportunities*.<sup>13</sup>
12. To help the student develop the habit of *voluntary participation*.<sup>14</sup>

3. Fretwell, Elbert K. "Extra-Curricular Activities in Secondary Schools," p. 11; Terry, Paul W., "Supervising Extra-Curricular Activities," pp. 60-65; Roberts, Alexander C., and Draper, Edgar M., "Extra Class and Intramural Activities in High Schools," p. 35.
4. Fretwell, p. 11; Roberts and Draper, p. 26; Terry, p. 60-61.
5. Fretwell, p. 11; McKown, Harry C., "Extra-Curricular Activities," p. 6.
6. Fretwell, p. 11; Roemer, Allen, and Yarnell, op. cit., p. 32; Terry, p. 365.
7. Fretwell, p. 11; Terry, pp. 44-46.
8. Fretwell, p. 11; Terry, p. 365; Roberts and Draper, p. 26.
9. Fretwell, p. 11; Terry, p. 365.
10. Fretwell, p. 11; Roemer, Allen and Yarnell, p. 32; Terry, p. 365.
11. Fretwell, p. 11; Roemer et al. p. 32.
12. Roberts and Draper, p. 26; Fretwell, p. 11.
13. Roemer et al. p. 32; Fretwell, p. 11.
14. Roberts and Draper, p. 26.

How well does the school activities program achieve these objectives? Of that we are not certain. As Koos says, most of our thinking in this direction is based upon *assumption* and not *proof*.<sup>15</sup>

15. Koos, Leonard V., "Evaluating Extra-Curricular Activities," p. 226, Chapter XX, "Extra-Curricular Activities," National Society for the Study of Education, "Twenty-Fifth Yearbook," Part II (1926).

We often apply the criteria of interest and participation, and then believe that we have done a critical job of appraisal. These may well be valid criteria, but certainly they are by no means comprehensive. But we should not be unduly criticized in this matter, for teachers of subject-matter have fought facts for centuries, tested only for facts and yet dared to assume that all of their flowery objectives were being achieved. Undoubtedly, our school activities are being better taught and appraised than are the academics, but this should give but little consolation. Surely we want to know the extent to which each of our objectives is being achieved. We must have such knowledge, or at least all the evidence possible, if we are to justify our program, improve upon it, and guarantee its continuance. In these days of "school economics" and "frills," we must in some way secure valid evidence concerning the success of our activities program, in order that parents, patrons, and the general public will continue to support

us in our attempt to help their boys and girls achieve those objectives which we deem significant. We must meet this challenge with facts and not merely with opinions and assumptions. Let us now briefly examine some of the procedures and points of view of authorities in this field toward the appraisal of the activities program.

McKown makes a good presentation of the difficulties which face one in any attempt to evaluate the activities program:

It is very difficult to measure the values of a club because of the biased opinion of the sponsor, because of the danger of considering everything which is interesting to be correspondingly significant or important, and because of the lack of standards for measuring the indefinite and intangible, though none the less real, personal qualities and characteristics.<sup>16</sup>

16. McKown, H. C., "School Clubs," p. 62.

Even though this statement was made seven years ago, it is still a pertinent declaration of obstacles to appraisal. And when we examine the article written by Koos in the *Twenty-Fifth Yearbook* of the N. S. S. E. in 1926, we find that the evaluation of the activities program has not been greatly extended in the past decade. He lists the following as steps already taken at that time in evaluation:

1. Securing the opinions of discriminating educational workers.
2. Securing and studying the opinions and attitudes of participating students.
3. Securing information concerning the extent and nature of student participation.
4. Studying the influence of activities upon scholarship.<sup>17</sup>

17. Koos, op. cit., pp. 226-231.

In discussing the first step given above, Koos felt that some weight must be given the opinion of outstanding educators concerning the values accruing from the activities program. Most of these leaders, incidentally, feel that a great number of the values claimed for school activities are being achieved.<sup>18</sup>

18. "Ibid." p. 228.

We must remember McKown's word of caution about over-enthusiasm, however, and seek more concrete evidence than professional opinion to justify the extra-curriculars.

Koos refers us to the study of Earle Rugg<sup>19</sup> for data concerning his second step.

19. "Student Participation in School Government," N. S. S. E. "Twenty-Fifth Yearbook," Part II, Chapter XI, pp. 127-140 (1926).

Rugg secured the opinions of over 200 secondary students from different schools, and found over



90% of them to believe that their activities program was highly beneficial and worthwhile, functioning well, and achieving most of the activities objectives.<sup>20</sup>

20. "Ibid."

We shall refer again directly to this procedure in discussing pupils self-rating scales.

The extent and nature of student participation, Koos' third step in appraisal, has already been touched upon briefly. This criterion, together with that of interest, is valid but inadequate for a comprehensive evaluation. Koos feels that these two criteria make for self-evaluation of the activities program.<sup>21</sup>

21. Koos, *op. cit.*, p. 234.

Again we agree, but only to accept these as a part of the program of appraisal.

The fourth step given by Koos, studying the influence of the activities upon scholarship, does not seem at all valid. Even though he reports that "participation does not significantly affect scholastic standing," we agree with him that this in itself fails to throw any light upon those positive values claimed for the activities. He states further that scholarship should be considered as an objective only for those activities (clubs) which attempt to promote it, as any appraisal should be directed toward the real purposes of the extra-curricular program. Cox emphasizes this point when he says:

They (activities) must not be judged on whether or not they improve academic grades. It would be precisely as valid to judge the value and success of Latin by measuring the health habits and social competency of Latin Students as compared with these traits in non-Latin students.<sup>22</sup>

22. Cox, Phillip W. L., "The Evaluation of Student Activities," *Junior Senior High School Clearing House*, Vol. 1V, p. 266 (Jan. 1930).

Another common technique for securing information concerning the value of the activities program is to secure the opinions of parents. Klinedinst reports an interesting survey of a cross-section of the parents of a heterogeneous group of students in the Hannah Penn Junior High School at York, Pennsylvania.<sup>23</sup>

23. "How Parents Regard Extra-Curricular Activities," *School Activities*, (Jan., 1935) pp. 10-12.

His questionnaire of twenty-four items covering the effect, value, time spent, interest, practical value, etc. of the activities, was answered almost immediately by 324 parents. Over 90% of these parents approved heartily of the activities pro-

gram, felt that it was helping their children, and favored continued participation.<sup>24</sup>

24. "Ibid.," p. 11.

This same technique may be applied to high school graduates to learn their reactions to the activities program after they have been out in the world a few years. Cory found in a recent survey of 266 graduates of Creston, Iowa, the following interesting results:

1. Too much emphasis is often placed upon activities having little value after graduation.
2. Administrators should use the technique of "job analysis" to select the extra-curricular activities.
3. More students should participate.
4. More time should be given in the school day for the extra-curriculars.<sup>25</sup>

25. "High School Graduates Appraise Extra-Curricular Activities," *School Review*, Vol. XLIII, pp. 672-682 (Nov., 1935).

The various textbook writers in the field offer but little in the way of a comprehensive program of evaluation for the activities. Charles F. Allen (in an article appearing in the *Junior-Senior High School Clearing House* for March 1931) presents a list of criteria for judging the club program as a whole and for the individual club.<sup>26</sup>

26. "Criteria For Judging School Clubs," pp. 386-387.

His criteria centers around the qualifications of the sponsor, adequacy of program, interest, participation, local needs, *et cetera*. Fretwill, writing in the same issue, gives the following ten tests as a "means of thinking through the activities of a school club":<sup>27</sup>

27. "Ten Tests For A School Club," pp. 387-389.

1. *Common Interest*: a unit for the achievement of common purposes.
2. This interest may spring from:
  - (a) The curriculum.
  - (b) Exploration and experiment.
  - (c) Definitely outside the curriculum.
3. *Size of club*: large enough for stimulus, small enough for participation.
4. *Active participation*.
5. *A stepping-up program*: successive achievement for motivation.
6. *Satisfaction*: in club activities.
7. *Pupil membership*: provide for club transfer from non-interest to vital interest.
8. *The club's relation* to the school: must render real definite service.
9. *The club name*: must appeal to the imagination.
10. *The club sponsor*: must have a healthy interest in its development.

These "tests" may well be important for "thinking through" the activities program, but the writer

(Continued to page 208)

# Negative Rebuttal Ideas

HAROLD E. GIBSON

*Director of Activities and Debate Coach in Jacksonville High School and Instructor in Extra-Curricular Activities, Illinois College, Jacksonville, Illinois*

RESOLVED: That all electric utilities should be governmentally owned and operated.

ONE OF THE MOST frequently heard statements from debaters who are just beginning the activity is that they enjoy the constructive half of the debate but they are always fearful of the rebuttal period. This fear, of course, comes from the fact that they enter every debate extremely uncertain as to what they should and will do in their rebuttal. They do not know what to say and what is worse, they do not know how to deliver a rebuttal and they always feel a great amount of relief after they have gone through the period of their rebuttal speech. Please notice that this feeling is not typical of all beginning debaters but it is fairly typical of most.

After a short time in the debate activity we find a complete change of attitude in the debater. Instead of fearing the rebuttal period as the worst part of the debate, the debater begins to enjoy it as the only real and vital part of the activity. It becomes the real place where the debater has a chance to show his mastery over the other in the ability to detect and defeat the arguments that are presented by his opponent. Not only is it the most interesting part of the debate but we find the debater who has actually learned what to do and say in rebuttal and how to present it effectively usually complains that the rebuttal period is too short.

The real reason for this change in attitude of the debater is that he has grown in the art and what was once difficult and dreaded now has become a real pleasure because the student feels that he has the power to cope with his opponents in actual rebuttal. This change has been brought about through a knowledge and mastery of the art.

It will be our purpose in this short discussion to show some ways that may help the negative debater develop this poise and feeling of ability in meeting his affirmative friend. We will show you the leading arguments that will make the nucleus for negative rebuttal. Some of the better suggested methods on how to meet important affirmative arguments and the distinct advantages in this particular debate that lie with the negative.

The leading points of strength for the negative in rebuttal against the affirmative might be summed up in four main arguments: (1) Government ownership and operation in the United States

has failed in the past; (2) the cost of the affirmative proposal is too great for our government to bear; and, (3) there are much better plans for the solution of this problem than the exact plan of the affirmative. (4) If the government cannot regulate utilities, how can it own and operate them?

*Government ownership and operation in the United States has failed in the past.* The fact that we have in the United States several examples of where complete government ownership and operation of public utilities has been a dismal failure in the past is one of the strongest points that the negative can use in rebuttal. Of course, the affirmative will be able to show some shining examples of the success of government owned plants particularly in the electric utility business but they will have an enormous task in attempting to show that our government has ever been even near success in the operation of public utility enterprises on a nationwide scale with a complete monopoly.

A few examples of where our government has failed should be given by the negative in rebuttal. The failure of the government in the operation of realroads during the World War is a dismal picture that is too familiar to all of us to even need further explanation here. The failure of the government era of canal building is another notable example. Government entry into the merchant marine not only wrecked the merchant marine but lost our government millions of dollars. Even our supposedly efficient post office department had a gross expenditure of \$112,000,000 more than its gross revenue in 1933. These are examples of where the government has failed miserably in practically every attempt at nationwide ownership and operation of public utilities. The negative must press the point that it is not representative to compare one little utility plant that is running successfully under efficient management to a colossal system of electric utilities that will embrace the entire nation. If the negative keep this argument of the failure of governmentally owned and operated utilities in the past upon a nationwide scale and demand that the affirmative argue it from the nationwide standpoint instead of from the stand-

point of a few small localities the negative will be able to win this point.

*The cost of the affirmative proposal is too great for our government to bear.* In this argument that the cost of the affirmative plan would be prohibitive for the United States today the negative also has a distinct advantage even in spite of the large vote of confidence recently given the present administration, many thinking people are beginning to question the advisability of the United States going further into debt. The taking over of all electric utilities and the proper extension of rural electrical lines under government ownership would necessitate an expenditure estimated at between fifteen and twenty billion dollars. This is an enormous sum when we consider that it is more money than the United States spent as a nation from its inception in 1789 down to the Roosevelt administration in 1900. Or, taking another comparison, it would approximately double the entire expenditure of the Roosevelt administration during the last four years. We can easily see that the United States would be in no position to increase its debts enough to take over all of the electric utilities.

In this argument the negative will have the greatest strength by working out easily understood and simply worded comparisons and word pictures of what the cost of the utilities would mean. Show what it would mean to every man, woman and child in the country in costs and in taxes. By such simple devices as these the negative will be able to use in refutation the argument that the affirmative plan will cost too much.

*There are much better plans for the solution of this problem than the exact plan of the affirmative.* In presenting a plan the negative always has a unique advantage over their affirmative friends. The plan of the affirmative is rigidly and specifically stated in the terms of the question. Within these terms there is little chance for the affirmative to offer any new suggestions as to a remedy as to existing conditions. The negative, however, is not in this unhappy situation. As a famous midwestern debate coach when asked what the negative could do in debate "the negative can do anything." And this holds true in their offering some better solution to the problem than that proposed by the affirmative. In this debate the negative would probably be wise to propose the continuation of the present system with some much needed but slight revisions in the method of control. This is a form of rebuttal that will force the affirmative to the attack and will create a real clash in the debate. After the negative have presented this better plan, the debate will resolve itself into the relative merits of the two

proposed systems. The strategy in the use of this counter plan is that the affirmative can scarcely anticipate what you will propose but you will carefully outline your new proposal to meet all of the evils that are inherent in the system which they must propose according to the wording of the question.

*The affirmative argue that the government cannot regulate utilities and then immediately propose that the government attempt to both regulate and own utilities in the future.* At this point the negative might suggest that a little consistency might be in order. The negative should point out that it appears to be very weak to say that the government cannot do a certain thing at the present time and then immediately turn around and propose that the government do that same thing but also take on some additional duties that are much more difficult. This is one of the weakest points in the entire affirmative case and the negative should drive it with all of their force.

#### SAMPLE NEGATIVE REBUTTAL ARGUMENTS

Below you will find a group of arguments that will appear in practically every affirmative case upon this question of electric control. They will not always appear in exactly the same manner as given below but these arguments are so essential to winning an affirmative case that they will appear in some form. Below each one of these leading arguments will be found a sample negative method of meeting and defeating them.

It must be remembered that these sample rebuttal arguments are merely single arguments against single points. The rebuttal speech proper is a series of such single arguments organized to defeat an entire group of affirmative arguments.

*Affirmative Argument:* The power companies of this country are not properly regulated.

*Negative Sample Rebuttal:* In practically every recent case the regulatory commissions of the various states have reduced rates. This shows that regulation has been effective.

The affirmative are taking a peculiar stand when they say that the government will be successful at owning and operating but that it has been a failure at regulation.

*Affirmative Argument:* As members of the affirmative we do not have to present a detailed plan.

*Negative Sample Rebuttal:* The affirmative must present in detail a plan that will show just how government ownership will work. We do not believe that the average American citizen would vote to tax himself to the extent of twelve billion dollars to adopt a new power system unless he had a detailed plan.

*Affirmative Argument:* We feel that the gov-

ernment should buy up all hydro-electric power sites and wholesale the electricity.

*Negative Sample Rebuttal:* The proposal of the affirmative is not within the terms of this question. The affirmative must prove that the government should own and operate all electric utilities and not just a few of the power sites. We might be willing to agree to the affirmative proposal of federal ownership of power sites but we do not agree to complete government ownership.

*Affirmative Arguments* The federal trade commission reports show the bad practices of the utility companies.

*Negative Sample Rebuttals* The affirmative have read the reports of some of the very bad utility companies and then have reached the conclusion that all utility companies are doing the same things. This is the same as saying that at the Smith's house all are crooks because one or two Smith's have been bad characters.

*Affirmative Arguments* The TVA has been a success and it shows how cheaply electricity should be sold.

*Negative Sample Rebuttals* The TVA does not really show how cheaply electricity can be sold but it shows how inefficient the government can be in business.

The TVA is just an advanced example of what will happen when we get complete government ownership and pay for it with federal taxes.

*Affirmative Arguments* Many of the municipal plants in operation today are making money.

*Negative Sampler Rebuttals* The argument of the affirmative that the municipal plants are making money sounds good on paper but that is just the trouble with most of their profits, they are "on paper."

If a careful study is made of the so called profits of most municipal plants they will see that they are in the form of services rendered to the city and little or no cash is found.

## College Night

### A UNIQUE ALL-STUDENT PROGRAM

MINNIE L. STECKEL

*Student Counselor, Alabama College, Montevallo, Alabama*

CO-EDUCATIONAL COLLEGES have the Thanksgiving's Day football game as the point of high interest in extra-curricular activities. Alabama College, State College for Women, has "College Night." This is a unique program evolved from a modest, unpretentious beginning. Starting as an impromptu program in the college dining room nineteen years ago on Washington's birthday to entertain a few hundred students seeking relaxation in self-created fun, it has developed into an elaborate, artistic and skillfully rendered program given three successive nights in the college auditorium accommodating several thousand, with requests for tickets exhausting the supply weeks before the date for which the performance is scheduled. Wars, influenza epidemics, and depressions have not stopped it or impeded its progress. Many subsidiary activities have gathered themselves about it to bask in reflected glory, but there is only one "College Night."

The date remains as originally begun, the week of Washington's birthday. One month before the date scheduled for the first performance, students elect by ballot two "College Night leaders" and two "assistant leaders." Although all is carried on in perfect decorum, the contest for election

is keen for no more coveted position exists on the college campus than that of College Night leader. No greater honor can be bestowed upon a college mate than to entrust her with such leadership. Those elected draw for sides—one leader and one assistant leader for the "Golds"; one leader and one assistant leader for the "Purples"—the names of the contesting sides designated from the college colors. The four leaders meet with the President of the Student Government Association, of all students the only one who does not participate in the contest. The entire student body is divided by this committee of five students into "Golds" and "Purples" after much bargaining but upon common consent. The names of students so selected are posted so that each might know under what banner she will join her group to strive to victory.

A complete performance by each side consists of two college songs, the words and music of which must be original; a stunt usually a satirical comedy written by students appropriately combining current college and national events; a dramatization of the high points in the life of a famous character taken from life or literature, adapted from various available accounts; a special musical



number, orchestration or glee club arrangement of a simple melody previously agreed upon; and finally, a toast dedicating the program in its entirety to a favorite faculty member or friend of the college.

All students participate, following their leaders in enthusiastic achievement. Never has any student even so much as implied that she does not care to take part. All planning and all execution of plans is done by students. They are free to seek advice from faculty members but seldom do so preferring not to share the glory of their achievements. The work of every field of college endeavor is brought to this task and concentrated on this effort.

The first half-month's time which elapses before the performance is given over to planning, the remaining two weeks to intensive rehearsals. The planning includes music composition for songs as well as words suitable for the occasion and dance steps in character and time to fit in with the program. Stunts as well as lines for the impersonation of dramatic episodes in the lives of the characters chosen are written and submitted to the leaders for their approval. These decided upon, parts must be cast and directors chosen.

An important factor in the success of the program is the supporting work of a number of committees, the personnel of which is selected with greatest care in order that each student may by utilizing her special talent and training contribute most to the success of the program. For committees on lighting and staging, artists, artisans, and hand men are appointed. The music committee includes vocalists, instrumentalists and composers. The costume committee consists of designers, color artists and seamstresses. Committees for managing the finances are drawn from students in the commerce department.

At the close of the first two weeks, the whole program has been placed in relief, ready for transference through rehearsal and execution into a stage production. All has proceeded in secret, for neither "Golds" nor "Purples" know the nature of their opponents' program until the night of the first performance.

The following two weeks are devoted to intensive training. Auditoriums to be used for rehearsals are reserved in advance. As dramatists rehearse their lines and the appropriate acting, designers plan and seamstresses make their costume, artists paint the supporting scenery and develop effective lighting arrangements. The business management cooperates by purchasing materials and keeping accurate account of the \$100 appropriated in order that they do not incur a penalty against their side by exceeding their allotment.

The entire program is under the auspices of the Executive Board of the Student Government Association. With the exception of the business directly connected with each side, the general management is handled by this board. This includes setting dates and time of performances, making appropriations, determining regulations governing expenditures and accounts, designating qualifications for and manner of election of leaders, selling and reserving tickets, arranging, printing, and distributing programs, appointing ushers, securing the services of judges and rendering a final accounting.

No adequate description can be given of a College Night performance. Statewide and even beyond the borders of the state, "College Night" means just one thing—Alabama College's annual all-student program. During recent years stunts have included "Mickey Mouse," "Examination a la Athletic," and "Gulliver's Travels." Outstanding for their artistic renditions have been impersonations of "Hiawatha," "Joan of Arc," "The Taj Mahal," "Queen Esther at Court," and "The Scarlet Letter." "College Night" songs written years ago still survive as college songs.

The competition begins as soon as sides are determined and increases in intensity until the decision of the judges is rendered on the final night of the performance. This announcement is followed by a few hours of elation and disappointment, dependent upon the direction of the decision, but the following day all rivalry is forgotten for the following year the personnel of each side will again be different.

During the month preceding college night, even on the days of the first two performances, college classes continue as usual. Although the quality of the regular classroom work may suffer somewhat, it is the consensus of opinion of the faculty that there is more actual learning during preparation for "College Night" than any like period during the year, not excepting the weeks preceding final examinations.

In the early stages, library facilities are exhausted for appropriate material. Intensive research in history, literature, art and design is done in order to make authoritative information used and to test the literary value against the production of the masters.

The cooperation of students participating shows a type of loyalty which cannot be surpassed. While leaders eventually make final decisions, students freely offer criticisms and suggestions for improvement of every phase of the program. The leaders welcome it, weigh it and the performance profits by it. Personal pride and ambition gra-



ciously retire for the benefit of excellency of achievement.

The attendance at the first showing is limited to members of the local community. For this performance, there are no judges, but student groups are eager to get the reaction of the audience and the advice of self-appointed critics in order that weak places may be built up before the next night performance at which three "lay" judges officiate. For this service usually two prominent people in the state are asked to evaluate the program on its effectiveness as entertainment. Their decisions are sealed and withheld until after the final performance, then combined with the decision of the specialized judges who officiate the third night.

Since from an educational viewpoint the program consists of music, art and drama, specialists in these lines are asked to judge the program on these bases. These judges usually are eminent artists or teachers, actors or directors, music teachers or conductors in the state, and are given score cards designed to rate the special artistic quality of one phase of the program. The art judge is given the following rating sheet, and is asked to render his decision on this basis.

#### ART RATING SHEET

BASIS OF JUDGMENT	NO. OF POINTS
Line—General effect, including space arrangement, rhythm.....	4
Color—General effect, harmony of color arrangement, intensity, values, etc.....	4
Costume Design—Line and Color in costumes regardless of place in general scheme, consider individual costumes.....	3
State Sets—Line and Color, considered as abstract design.....	3
Suitability of state design to action.....	3
Does this support action?	
Is it more important than action?	
Is it important enough?	
Total .....	19

He is directed to divide the rating assigned between the two competing sides.

The music and dramatic judges are given similar rating sheets. The combined rating of both "lay" and specialized judges make up the final judgment announced merely by the statement that honors go to either the "Golds" or the "Purples."

The week following the final performance, classes in music, art, design, history, drama, literature, etc. criticize and evaluate the production from the various standpoints and students carefully make notes because they are looking forward to next year's "College Night."

## Alice Ambles Through Alphabet Land

### A PLAYLET

BEULAH JO WICKARD

*(The stage represents a kind of enchanted cellar, an alphabet cellar. At the center back is a cunning stairs. All about are letters, little, big, standing, lying. At right stage, seated at a table, is a haggard man in a shabby suit. His hair is untidy. He looks desperate. Beside him is a pile of letters. In front of him is a very long and narrow black book. He writes in it, tears out a sheet and tips the book up so that the audience sees CHECK BOOK written on the back.)*

Enter from the left Alice and the Mad Hatter. The Hatter is carrying his tea cup. He wears nose glasses on a ribbon, a spike-tailed coat, a winged collar, and a very high hat.

Alice: Ohooooo! It's a bit lighter here, but so strange. Whatever can this place be?

Mad Hatter: This, my dear Alice, is Alphabet Land.

Alice: I never heard of such a place. I'm sure it isn't in my geography.

Mad Hatter: Neither is Heaven, Alice, yet I dare say you plan to go there.

Alice: I hope to, sir. But this isn't the least bit like heaven. It's very dim really. I can't see at all well.

Mad Hatter: No one sees well in Alphabet Land, but remember, it was even darker outside.

Alice: But I shall probably run bang into somebody.

Mad Hatter: Oh no you won't. The Alphabet will carry you through.

Alice: I hope I'm able to see the king. What's his name?

Mad Hatter: His name is New Deal, but his initials are AAA, NRA, FERA, and oh, lots more.

Alice: That's quite perplexing. So many initials, almost the whole alphabet. I think I'll just call him "Alph" for short. Ohooooo! Look, Hatter, it's the king!

*Mad Hatter:* Silly, that isn't the king. That's M. T. P.

*Alice:* Teepee—He doesn't look like a teepee.

*Mad Hatter:* At times I find you very dull, Alice. His initials are M. T. P. It's Mr. Tax Payer.

*Alice:* Whatever is he doing?

*Mad Hatter:* Writing checks in payment of his taxes.

*Alice:* But is that all he does? Doesn't he ever work?

*Mad Hatter:* In his spare time but writing checks keeps him pretty busy.

*Alice:* He looks quite sad and tired, poor fellow. I think I'll speak to him. Maybe I can help out, fill his fountain pen or something.

(*Alice advances toward Mr. Tax Payer, who continues writing listlessly.*)

*Alice:* (clears throat.)

*Mr. Tax Payer:* (without looking up.) No, I won't contribute to your fund. I don't want any magazine subscriptions. I hate vacuum cleaners, and my wife doesn't need any silk hosiery.

*Alice:* But I don't want to sell you anything.

*Mr. Tax Payer:* (looks up. Drops pen with clatter) You must be a foreigner, Miss.

*Alice:* Where in the world did you get this pile of letters and what do you do with them?

*Mad Hatter:* (perched on a chair sipping his tea) If it weren't rude to interrupt I would remind you of what happened to the cat for being curious.

*Mr. Tax Payer:* Did they raise his taxes? (Turns to Alice) I'll answer your question, young lady. The letters are what I get in return for paying the taxes.

*Alice:* And what do you do with them?

*Mr. Tax Payer:* That's just it. I can't do anything with them.

*Alice:* You could play anagrams.

*Mr. Tax Payer:* You're wrong there. I've tried it lots of times. No matter how I put the letters together, they won't spell anything.

*Alice:* What words have you tried?

*Mr. Tax Payer:* I've tried PROSPERITY, CAPITAL, MILLIONAIRE, and ARISTOCRAT. I can't spell one of them. But I never was much good at spelling at school. I hated school. I hate schools now too. They make more taxes. More taxes—more letters. And the letters don't spell a thing!

*Alice:* I'll just bet I can spell something with them. I'm the best speller in the seventh grade at—Junior High School.

*Mad Hatter:* (Holds out cup) Have some tea and quit bragging.

*Alice:* I really am. Mind if I try some anagrams?

*Mr. Tax Payer:* You can juggle the letters all you like. They're all yours from A to Z.

*Alice:* (working busily) It may be, you know, that you are trying to spell the wrong words.

(*Mr. Tax Payer grunts.*)

*Alice:* See. I have a double word—Junior High School.

*Mr. Tax Payer:* What kind of school's that?

*Alice:* Why—why don't you know?

*Mr. Tax Payer:* Fads and frills, I'll bet. Junior High School—humph! Just more taxes for a lot of nonsense.

*Alice:* Oh no! We work. But it's fun.

*Mr. Tax Payer:* Huh. Fun! You have the fun and I pay the taxes. Play schools. That's what they are, I'll bet.

*Alice:* No, indeed. We do work. But it is fun. Can't you understand how work can be fun?

*Mr. Tax Payer:* I confess I do not.

*Mad Hatter:* And it could be clearer even to me.

*Alice:* Wait, I'll spell it out. (She works busily—then—Here are some of the things we do in junior high school. And I'm sure you'll agree that they do spell FUN.

(*Alice makes anagrams rapidly and the skits come on the stage from opposite sides, perform, and leave.*)

ORCHESTRA — HOME MAKING — LIBRARY — TYPEWRITING — MIXED CHORUS — HOME MECHANICS — WOODWORK — SCIENCE — JOURNALISM — ART — SPANISH — BAND.

(*Alice stops, smiles, turns to the Mad Hatter and Mr. Tax Payer triumphantly.*)

*Alice:* See. Didn't I spell a lot of words? Good words too, and all with the letters you said wouldn't spell anything!

*Mr. Tax Payer:* Go on, Miss, spell some more. I enjoyed them. In fact, since I came to live in Alphabet land this is about the first fun I've had for all my tax money. I thought it was quite wasted, but now I see (he looks around him, amazed for the stage has grown gradually brighter until it is now a blaze of light)—now, I see—I really do see now—Say, you've brought the light. Maybe I can see to make the letters spell something.

*Alice:* I'm sure you can, sir.

*Mad Hatter:* Speaking of letters, it's time for—(He holds up the letter "T")—Tea—Tea with sugar. This kind. (He pantomimes drinking) Come on, Alice. How about you, Mr. Tax Payer? Won't you have some tea?

*Mr. Tax Payer:* I really haven't time for tea now. Alice has been giving me a new vision of service! I feel suddenly useful. It's a great feeling. As one humble tax payer—I'm going to try to spell a word Alphabet Land has long been waiting for. Do you suppose I can?

*Alice:* What is it?

*Mr. Tax Payer:* HAPPINESS!

*Mad Hatter:* A toast to anagrams. A toast to Mr. Tax Payer.

### A TOAST TO HAPPINESS!

*(As the Mad Hatter drinks the toast, both Alice and Mr. Tax Payer build "Happiness" out of the letters.)*

(CURTAIN)

## The Activities Festival

CATHARINE RATHMAN

*Director of Dramatics, LaMoure, North Dakota*

**B**ELIEVING that the old-style, competitive gatherings are not conducive to bringing out the best talents of high school people, La Moure, Edgeley, Ellendale, and Oakes (all of North Dakota) during the past four years have substituted what has been called the "festival" plan, wherein the various schools do not in any way compete, but rather get together and present programs for mutual entertainment and benefit. A feature of the festival idea is that a competent critic is asked to offer suggestions for improvement and general criticisms of the numbers presented.

The plan, which was originated at a meeting of the four superintendents in 1932, has proved to be very successful.

These festival meets are held in dramatics, declamations, music and band, each school acting as host in its turn.

At the declamation tourneys, four of which have been held, three representatives from each school present an evening program of dramatic, humorous, and oratorical selections. After the program the critic offers constructive criticisms to each participant and general suggestions in the art of reading.

Mr. Paul J. Harkness, Director of Speech at the Northern Normal and Industrial School in Aberdeen, South Dakota, who has been the critic at all these meets, highly praises the idea. In speaking of the plan Professor Harkness says:

"I have judged numerous types of speech contests, but I believe that the ones you hold are the most ideal of any. The winning stigma is removed. Contestants are more at ease and display a desire to entertain the audience. Audience contacts are attained that cannot hope to be met under the much used placing system. It is so much easier for a critic judge to make individual criticisms. The critic does not have to make comparisons and contrasts between contestants but can

devote his time exclusively to the performer. Individualism in participation reaches its highest perfection, and I believe theatrical benefits result. Personally, I believe it is the solution to the 'agony contests'—it removes 'agony' from the critic, 'agony' from the audience, and, best of all, 'agony' from the participants and their coaches when they do not rank first. This is the ideal type of performance."

The four music meets have been under the direction and criticism of Mr. Hywel Rowland of the University of North Dakota. For these events an entire day is given. Practice periods are held, and picnic lunches served. At the concert program in the evening about 200 voices are combined under the direction of Mr. Rowland.

In commenting on a music festival held in Ellendale the Fargo Forum published the following editorial in one of its editions:

"Down at Ellendale Friday they showed North Dakota another annual edition of the Southeastern Music Festival.

"Four schools, represented by the boys and girls, joined in mass concert. Edgeley, Ellendale, Oakes, and La Moure Schools sent girls' and boys' choruses, glee clubs, and individual singers to participate in the massed event.

"This 'say it with music' is a program which can be expanded upon. It is one of the better builders of community goodwill.

"The Ellendale event lasted but a brief hour or more; but the goodwill, the bettered relationship between four of the southeastern North Dakota's larger communities will endure."

Hywell C. Rowland says: "Musical Festivals, both competitive and non-competitive are a means to an end. Much debate takes place as to comparative merits and demerits of both. The strain of competition is not always desirable, but even in a non-competitive festival there is some nervousness. All this depends largely on the reaction of

the individual. Because I am interested in all efforts made to develop fine standards of performance in music, I have been deeply interested in the non-competitive festival held annually since 1933. My impression is that the young people of the schools which form a chorus aggregating over some 200 in number, show a great deal of interest and enthusiasm in the project. Annually they have memorized not one or two special contest numbers but about eight mixed chorus numbers, three boys' chorus numbers, and three girls' chorus numbers. In effect, each member of the chorus memorizes about a dozen numbers each year—these being selected and arranged so as to form a well-balanced program. The advantages of this work are obvious—there is less dreary grinding on a minimum amount of music; no need to puzzle about the idiosyncrasies of judges, no anxiety about winning, and in its place a more calm and leisurely preparation of a complete program which can be used in each school in addition to its presentation at the festival.

"Speaking specifically about this particular festival, I would like to say that they have cooperated splendidly with each other and been conscientious in preparation. The whole success of a festival depends largely on the work done by the individual supervisors. That work should be approached with much sincerity—sans anxiety—all working toward participation in a contest. If one school fails to do its work then the whole group is weakened. For three years now I have had a great deal of pleasure in welding the groups from these schools into a unit for the festival concert. During the first two years we contented ourselves with a morning and afternoon rehearsal on the day of the festival. Last year, and I propose to do the same this year, I have visited each school in order to have a separate rehearsal. Naturally this takes more time but it is well worth the effort. From my standpoint as director, a festival takes more time and energy than a contest, but I do feel that one is well repaid for the effort. It has its advantages in giving the director much more time to get acquainted with the young people and an opportunity to do constructive work. My sincere opinion is that these four schools have worked out an excellent plan for giving a large number of their young people a fine opportunity to learn much good music and cooperate in a friendly manner with each other in its performance. The results, I honestly believe, have been tremendously worth while."

Thus far, two Drama Festivals have been given, each of the four schools presenting a one-act play. Mrs. Helen More Leibe of Ellendale and Mr. P. J. Harkness of Aberdeen, both of whom have acted in the capacity of critic, have highly

commended the programs given and spoken of the great benefits derived by the participating students, who do their best work to entertain rather than to rank.

The plan, as outlined above, has proved entirely successful and much more adequate to encourage and develop the talent of the high school people. The superintendents and directors of the groups who have participated are whole-hearted in their approval of the plan; and they highly advocate the substitution of this festival type, which encourages the display of talents for enjoyment of all, for the old-style contests which, as Mr. Harkness declares, have been "agony contests."

## EVALUATING THE STUDENT ACTIVITIES PROGRAM

(Continued from page 200)

cannot accept them as a valid program of appraisal.

Roemer, in discussing "Standards for Judging a Club Sponsor" in the periodical referred to above, holds that the sponsor is the very heart of the club program. He proposes a scale for rating the sponsor over a period of at least a semester, in the attributes of fitness, attitude, and technique.<sup>28</sup>

28. Junior-Senior High School Clearing House, pp. 398-400 (March, 1931).

Roemer, Allen and Yarnell would have the sponsor set up criteria for judging himself, his pupils' activities, and his general club program.<sup>29</sup>

29. Roemer, Allen, and Yarnell, op. cit., p. 221.

They also advocate the use of club minutes, sponsor's card and the permanent record card as evidence of the achievement of the values of the extra-curricular activities program.

Terry, also, emphasizes the use of all kinds of records of the pupil's activities. This may be a significant means of collecting evidence, as we shall see later. He advises the use of questionnaires, pupil rating scales, the judgment of well-trained advisers, and community criticisms. He feels that there is no scientific means of evaluating the activities program.<sup>30</sup>

30. Terry, op. cit., pp. 61-62, 314, 360-366.

Roberts and Draper point out some values in the use of character-trait rating scales, inquiry blanks for moral traits, and the principal's appraisal of the pupil's activities for the purpose of college entrance.<sup>31</sup>

31. Op. cit., pp. 405-409.

They believe that the importance of the activity and the amount of time required for participation



should have some consideration in appraisal. They recognize the inadequacy of present attempts at evaluating the extra-curriculars, and they state that "some measure or scale must be thought out which will evaluate by the best scientific procedures the worth of each of the activities to the student and to the school."<sup>32</sup>

32. *Ibid.*, pp. 410-420.

McKown, after pointing out the difficulty of evaluating the school activities, proposes a typical pupil club-rating scale.<sup>33</sup>

33. *School Clubs*, p. 63.

He advocates the use of the permanent record card, sponsor's report blank, and other similar forms. He believes that little has been done toward scientific measurement in this field, but is hopeful that experimentation and research will open the way for the much-needed technique of evaluation.<sup>34</sup>

34. *Extra-curricular Activities*, pp. 604-605.

We might summarize the points of view of the foregoing authorities by stating that they believe that the evaluation of school activities today is very necessary, quite inadequate, and extremely difficult. Almost all of them advocate the use of records, reports, questionnaires, expert opinion, the criteria of interest and participation, and the use of some kind of rating scales. They all seem to believe that the activities program is achieving its purposes, but recognize the fact that they are as yet unable to present adequate evidence to prove this.

In passing, may we say that the trait-rating scale is not accepted by technicians in educational research, or by progressive teachers, as fully as it was formerly. Tyler<sup>35</sup> makes the following case against the trait-rating scale:

35. In an address given at the Progressive Education Institute, Ohio State University, June 28, 1936.

1. It does not give a complete or comprehensive picture of the individual.
2. It is based upon subjective judgment.
3. Few people are trained well enough to "rate" others.
4. It does not adequately reveal pupil growth.
5. It is very liable to be skewed by certain events.
6. It is very liable to be skewed by certain exceptionally pleasant or unpleasant experiences.

As a result of these and other factors, the rating scale is being supplanted rapidly by other techniques for purposes of evaluation. The *anecdotal record* and similar forms which utilize the technique of *description* are becoming significant in many attempts to develop a comprehensive program of appraisal. Instead of attempting to *rate*

a student on an arbitrary scale, we now *describe* significant aspects of his behavior. Small incidents observed daily may be jotted down briefly and later expanded. As a result, we quickly obtain a rather complete picture of the behavior of our students.

As our emphasis turns to behavior we must point out that one or two individuals caught the gleam some years ago, but did little about it. In the year 1928, we find a writer setting forth the apparently startling thought, in the *Sixth Yearbook*, Department of Superintendence, N. E. A., that the evaluation of the extra-curricular activities program should be based upon the *social behavior* of boys and girls *outside of school*. He would seek to evaluate the activities in terms of the purposes of each. All objectives only vaguely connected with the purposes of the activity would be eliminated.<sup>36</sup>

36. Chapter X, "Evaluation of the Extra-Curricular Activities," p. 238.

Tillinghast, writing two years later in the *Junior-Senior High School Clearing House* (Jan., 1930), stated that "we must first define and delimit the activity we wish to measure."<sup>37</sup>

37. "Can We Measure the Success of Citizenship Training?" p. 298.

He says that we must observe the *actions* of students if we hope to get evidence concerning the achievement of the purposes of the extra-curricular activities. Thus we see some evidence of a realistic and (potentially) scientific basis for evaluating the activities program over six years ago. But these men must not have realized the great significance of their words or thought. At least no repercussions of it appeared before Tyler developed the same point of view independently a few years later. And to R. W. Tyler must we now look for the most promising approach to the difficult task of evaluating the outcomes of the activities program and progressive education.<sup>38</sup>

38. As stated by Wilford M. Aikin in a recent address given before a number of teachers from the "Thirty Schools" in the Eight Year Experimental Study of the Progressive Education Association.

This philosophy that places a premium upon student behavior, is so simple that it seems absurd that we have not utilized it previously. Education must bring about desirable changes in the behavior of our boys and girls, says Tyler, if it is to be significant.<sup>39</sup>

39. "Identification and Definition of the Objectives to Be Measured," Chapter I, p. 4. The Construction and Use of Achievement Examinations. Hawkes, H. E., Lindquist, E. F., and Mann, C. R., editors.

Hence, if our school activities program has served



its purposes, our students will act differently. They will reveal *changes in behavior* in the direction pointed out above in the listed objectives. Surely this both clarifies and simplifies our task of appraisal: we need but secure evidence concerning these changes in behavior.

The first step in this task is also simple. It is that we clarify by definition the type of behavior expected of students who have attained a specific objective. In other words, we describe the desired changes by *defining each objective in terms of student behavior*.<sup>40</sup>

40. Ibid., p. 10; Tyler, R. W., "Techniques for Evaluating Behavior," p. 1. Educational Research Bulletin, Volume XIII (Jan. 17, 1934).

Let us now make a direct application of this first step by applying it to our list of objectives of the activities program given above:

1. *To help the student become a good citizen in a democratic society.*  
Defined in the terms of student behavior:  
(a) He will be loyal to his school and willing to serve it and support it.  
(b) He will engage in the common activities of his fellow pupils.  
(c) He will place the welfare and interests of his social group and school before his own.  
(d) He will engage in group discussions and question various points of view raised by pupils and teachers.  
(e) He will accept and abide by the will of the majority.
2. *To help the student learn the cooperative way of life.*  
Defined in terms of student behavior:  
(a) He will help other students solve their academic problems.  
(b) He will help other students in working upon subjects.  
(c) He will not compete destructively with other students.  
(d) He will consider the welfare of the whole group.  
(e) He will share materials, supplies and equipment.
3. *To help the student develop sentiments of law and order.*  
Defined in terms of student behavior:  
(a) He will respect the will of the majority as expressed through rules.  
(b) He will obey all rules, even though he believes them unwise.  
(c) He will help enforce all rules.  
(d) He will strive continually to improve all rules.
4. *To help the student develop and maintain optimum physical and mental health.*  
Defined in terms of student behavior:  
(a) He will be physically fit and will engage in all the games and activities of his social group.  
(b) He will maintain a sound personal hygiene.

- (c) He will be happy and always in control of his emotions.
5. *To help the student develop the qualities of good leadership and followership.*  
Defined in terms of student behavior:  
(a) He will be the leader in some activity.  
(b) He will accept all responsibility commensurate with leadership.  
(c) He will cooperate to help others in their capacities as leaders.  
(d) He will cooperate with all leaders to promote the welfare of the group.
6. *To help the student to make desirable moral, ethical and social adjustments.*  
Defined in terms of student behavior:  
(a) He will be a participating member of a social group.  
(b) He will be active in many school functions.  
(c) He will be fair, honest, honorable, upright, and truthful in all his contacts with fellow students.  
(d) He will maintain desirable relationships with members of the opposite sex.
7. *To help motivate the student's intellectual development.*  
Defined in terms of student behavior:  
(a) He will do good academic work.  
(b) He will see the relationship of the academic work to his activities.  
(c) He will attempt to integrate the academic work and his activities.  
(d) He will attempt to learn something of the history and full social implications of his activities.
8. *To help the child develop the concept of a beautiful home and wholesome home life.*  
Defined in terms of student behavior:  
(a) He will try to maintain and improve the physical beauty of his home.  
(b) He will attempt to beautify his home-room at school and his personal room at home.  
(c) He will honor his parents, and show them respect and love.  
(d) He will ever be willing to cooperate in home work.  
(e) He will respect the interests of his brothers and sisters, and will participate in many of their activities.
9. *To help the student develop varied recreational hobbies and avocational interests.*  
Defined in terms of student behavior:  
(a) He will be interested (to some extent) in forms of art, literature, music or drama.  
(b) He will learn to draw or paint a little, will read widely, act, sing, perhaps play a musical instrument.  
(c) He may build a laboratory or workshop at home for hobbies.  
(d) He will be a member of some school club.  
(e) He will play and enjoy group games.
10. *To help the student develop a sense of responsibility for his choices and selections.*  
Defined in terms of student behavior:  
(a) He will study carefully what each activity has to offer him.  
(b) He will appraise his own interests and abilities.

(c) He will study the effect of his activities upon his academic subjects and home life and work.

(d) He will meet all obligations which may be placed upon him in school, home and community.

(e) He will be deliberate in his official capacities in all activities, and appreciate the significance of his decisions.

11. *To help the student learn more about various vocational opportunities.*

Defined in terms of student behavior:

(a) He will read widely of various vocational opportunities.

(b) He will visit farms, factories, shops, stores, et cetera, to learn their vocational opportunities.

(c) He will seek information from the faculty concerning vocational opportunities.

(d) He will possibly make a tentative vocational choice and seek school and community training therein.

12. *To help the student develop the habit of voluntary participation.*

Defined in terms of student behavior:

(a) He will join clubs and participate in various activities.

(b) He will volunteer for many responsibilities in these activities.

(c) He will join freely with community clubs.

(d) He will offer to do extra work at home and in school.

The second step in the "Tyler technique" is to select those situations which will give an opportunity for the desired student behavior to be expressed and recorded (if possible) for the purposes of appraisal and interpretation.<sup>41</sup>

41. Tyler, R. W., *Constructing Achievement Tests*, p. 9.

That is, the objectives of the activities program which were defined above in terms of student behavior will function in certain situations if these have been achieved by our boys and girls. This step, then, involves the noting and observing of this behavior wherever it may be expressed. Any evidence which we can secure in any way which throws light upon the expression of this desired behavior is valid. Any situation may be used for this purpose, regardless of whether or not it is a part of or arises from the activities program. Nor are we necessarily confined to the school day or activities for such evidence.<sup>42</sup>

42. Mr. Tyler made this statement and contributed the following line of thought in a recent conference concerning this paper.

If the outcomes of education are to have real significance, they must function in the whole daily life of the individual. If the objectives of education are achieved, the behavior of our students will change. This is especially true of the activities, for they were instituted for fulfilling the

need for functional experiences in the daily lives of our boys and girls. Hence, we may seek situations which will reveal evidence of the functioning of the desired behavior in the classroom gymnasium, laboratory, auditorium, shops, playground, streets, home, church, stores, theaters, on jobs in fact, anywhere within the life of the student. True, such behavior may possibly be influenced by factors other than the activities program but this can be controlled in part. We shall discuss this point more fully under the last step in evaluation and interpretation of the behavior.

Turning now directly to the problem of locating and selecting those situations which will give opportunities for the desired behavior to be expressed, we shall list but a few samples for each objective. We shall not attempt to deal comprehensively with all of the possible situations for each objective, but shall attempt to show some of the practical applications of this step.

1. *Good Citizenship* might be revealed in the following situations:

(a) *In school*, he will never break a rule.

(b) *In class*, he will never cheat or take unfair advantage.

(c) *At home*, he will do his work faithfully.

(d) In all groups, he will be active, fair and meet his responsibility.

2. *Cooperation* might be revealed in the following situations:

(a) *In classroom, homeroom, and study hall*, he will help other pupils with academic problems.

(b) *In the shop*, he will help work upon common projects.

(c) *In the laboratory and shop* he will share materials and supplies.

(d) *At home*, he will work with members of his family to promote their welfare.

3. *Law and order* might be revealed in the following situations:

(a) *In school*, he will abide by all rules.

(b) *In school*, he will help enforce all rules.

(c) *In the community*, he will obey all laws.

4. *Physical and mental health* might be revealed in the following situations:

(a) *In gym classes* and on the playground he will play in group games vigorously.

(b) He will attend school regularly.

(c) He will keep personally clean.

(d) He will never give way to his temper or emotions.

5. *Good leadership and followership* might be revealed in the following situations:

(a) *At school*, he will be an officer of some class, club or organization.

(b) *In the community*, he will hold similar offices.

(c) *At home*, he will guide his younger brothers and sisters.

(d) In other clubs and organizations, he will follow the direction of their leaders and cooperate fully.

6. *Moral, ethical, and social adjustments* might be revealed in the following situations:
  - (a) *At school, home, and in the community*, he will participate freely in many social functions.
  - (b) *In clubs, activities, and at home* he will be fair, honest and truthful.
  - (c) *At parties and on "dates,"* he will maintain clean wholesome relationships with members of the opposite sex.
7. *Intellectual development* might be revealed in the following situations:
  - (a) *In class*, he will do critical thinking.
  - (b) *At home and in the community*, he will be conscious of social problems and attempt to do something about them.
  - (c) *In clubs*, he will study their history, origins and development.
8. *Beautiful home and wholesome home life* might be revealed in the following situations:
  - (a) *At home*, he will strive to improve its physical beauty.
  - (b) *At school and in the community* he will do the same.
  - (c) *At home*, he will be just, honorable, fair, moral, and cooperative.
9. *Avocational interests and hobbies* might be revealed in the following situations:
  - (a) *In his free periods and homeroom* he may draw or paint.
  - (b) *At home*, he will read widely.
  - (c) *At home*, he may have a shop or laboratory.
  - (d) *On playground*, he will play group and individual games.
10. *Responsibility* might be revealed in the following situations:
  - (a) *At school*, he will be careful of his selection of activities.
  - (b) *In club, school government, home and community organizations*, he will accept all work assigned to him and do a good job upon it.
  - (c) He can be depended on in all obligations.
11. *Vocational exploration* might be revealed in the following situations:
  - (a) He will read widely in vocational literature.
  - (b) *In the community*, he will make excursions to farms, shops, factories, *et cetera*.
  - (c) *At school*, he will seek information concerning different vocations, and possible training therein.
12. *Voluntary participation* might be revealed in the following situations:
  - (a) *At school*, he will join freely with and be active in many features of the extra-curricular program.
  - (b) *At home*, he will volunteer to do work.
  - (c) *In the community*, he will select and join many worthwhile organizations.

The third step in Tyler's technique of evaluation is to secure a record of the behavior which takes place in the various situations.<sup>43</sup>

43. Techniques for Evaluating Behavior, p. 1.

In developing a program of evaluation, we are

not limited to paper and pencil tests as a sole means of securing a record of student behavior. Any device which gives evidence of the desired behavior is valid. Hence in our attempt to secure a record of student behavior in school activities, we have several possible procedures. As Tyler puts it, "observation of child behavior, analysis of pupils' written work, personal interviews, interest questionnaires, and the collection of anecdotal records are all devices for evaluating human behavior."<sup>44</sup>

#### 44. Constructing Achievement Tests, p. 92.

Let us now briefly list a few of the possible means of recording the student behavior which might have been revealed in the situations given above.

1. *Good citizenship behavior* might be recorded by:
  - (a) The student's club and school attendance record.
  - (b) The sponsor's record (a description, not rating) of his activities.
  - (c) Anecdotal records by various teachers.
  - (d) Parents' written description of his home attitude.
  - (e) Club minutes; written opinion of fellow students; attitude scales.
2. *Cooperative behavior* might be recorded by:
  - (a) Written record of shop, gym, and laboratory work.
  - (b) Anecdotes.
  - (c) Parents' written description.
  - (d) Sponsor's written description of his activities.
  - (e) Excuses and explanations filed for unfulfilled obligations in every department of school life.
3. *Behavior revealing concept of law and order* might be recorded by:
  - (a) Records of violation of school and community rules.
  - (b) Attitude scales.
  - (c) Anecdotes.
  - (d) Questionnaires.
  - (e) Written papers dealing with this topic.
4. *Behavior revealing physical and mental health* might be recorded by:
  - (a) Record of gym classes, intramural, and interscholastic athletic participation.
  - (b) Record of school and class attendance.
  - (c) School health record: medical, dental, *et cetera*.
  - (d) His personal guidance record.
  - (e) Parents' description of emotional behavior.
5. *Leadership and followership behavior* might be recorded by:
  - (a) Activities record.
  - (b) School annual.
  - (c) Anecdotes.
  - (d) Sponsor's written description of his activities.
6. *Moral, ethical, and social behavior* might be recorded by:

- (a) Activities record.
  - (b) Anecdotes.
  - (c) Sponsor's report.
  - (d) Parents' description.
  - (e) Attitude scales.
7. *Intellectual behavior* might be recorded by:
    - (a) Class and academic records.
    - (b) Anecdotes.
    - (c) Records of research projects.
    - (d) Interpretation of data and application of principles tests.
  8. *Wholesome behavior toward home* might be recorded by:
    - (a) Activities record.
    - (b) Project record.
    - (c) Written papers.
    - (d) Attitude scales.
  9. *Avocational and hobbies behavior* might be recorded by:
    - (a) Records of creative expression.
    - (b) Activities record.
    - (c) Free reading record.
    - (d) School annual.
  10. *Responsibility behavior* might be recorded by:
    - (a) Activities record.
    - (b) Record of individual projects and results.
    - (c) Anecdotes.
    - (d) Parents' description.
    - (e) Sponsor's report.
  11. *Vocational exploration behavior* might be recorded by:
    - (a) Record of projects.
    - (b) Record of personal excursions.
    - (c) Guidance counselor's records.
    - (d) Free reading record.
    - (e) Written papers.
  12. *Voluntary participation behavior* might be recorded by:
    - (a) Record of activities.
    - (b) Record of his choices of different activities.
    - (c) School annual.
    - (d) Record of community activities.

The fourth and last step in evaluation is probably the most difficult of all—*interpretation and appraisal of the recorded behavior*.<sup>45</sup>

45. Tyler, op. cit., p. 101.

We shall not attempt to discuss this step with each specific objective, but only set forth a few general principles to be observed. First, we must remember that evaluation is not a one-man job. The club sponsor alone cannot hope to appraise the behavior of all of his students. As we have seen above, such evidence should be collected in a number of situations in the school, home and community. Each teacher should collect such evidence as he can, indicate the objectives to which it is related, and the stage of progress toward the objectives revealed by the evidence. This act by individual teachers will greatly facilitate the interpretation by sponsor or counselor, as each teacher who observed the situation will personally aid in the appraisal. All such evidence should be submitted to the sponsor at regular intervals. He in

turn will then interpret all the data which has accumulated about the pupil in the light of all he knows about him. This may take the form of a brief summary, giving a clear, coherent picture of individual growth toward the objectives of the extra-curricular activities. This summary should not be in marks or code symbols or any stereotyped classification of evidence, but should be in paragraphs, immediately intelligible for professional use, and available with as little translation as possible for any reports which the school makes to other agencies.

Even though a part of the desired student behavior may result from factors other than those involved in the school activities program, it is still possible to make an intelligent interpretation. We can do this if we but remember that the evaluation should be a continuous process, should extend over a long period of time, and should be cumulative.<sup>46</sup>

46. Tyler, "Evaluating the Outcomes of the Social Studies Curricular," Chapter XIII, p. 6. Fourteenth Yearbook, Department of Superintendence, 1936 (a reprint).

That is, we should obtain a picture of the individual's behavior before he begins his activities, at frequent intervals during them, and finally at the end. Tyler even advises a "follow-up" appraisal to learn of the permanency of the acquired behavior.<sup>47</sup>

47. Ibid.

As a result of such a comprehensive program of evaluation, we should be able to judge rather accurately the validity of our techniques. As Tyler says, such "difficulties in evaluation can be overcome by careful planning and by thorough experimentation."<sup>48</sup>

48. Ibid., p. 8.

In conclusion we can only briefly say that there is no "Royal Road" in evaluation and especially in such a field as the extra-curriculars. We do not claim to know many of the answers as yet. We are but experimenting and attempting to find means whereby we can appraise our educational experiences. That such a procedure is essential, we all agree. There are many ideas as to how it can be done, but few are carefully tried out. The "Tyler technique" is not infallible, but experimentation has shown that it is valuable in throwing light upon many objectives heretofore considered too intangible for appraisal. It is a logical and simple procedure—based upon specific objectives *defined in terms of student behavior*. Surely such a technique is significant for the evaluation of the activities program of any school—for it is concerned with *changes in the behavior of boys and girls*, the real end in education.



# A School for Basketball Fans

LA RUE VAN METER

*Director of Athletics and Basketball Coach at Illinois College, Jacksonville, Illinois*

**I**N SPITE OF the extraordinary development that has taken place in inter-scholastic sports, there is room for improvement in many departments, and in relationships between the playing of the game and the sporting public. I am sure that all coaches, during the football season, received complaints from interested parties in which there was voiced a desire for fuller understanding of the game. In the writer's opinion, an extremely small minority of women who attend football games get more than a fraction of the enjoyment that is possible. The same is true of men, only to a less degree. During the football season just closed, we at Illinois College decided that we would make an attempt to give our basketball fans a better insight into the finer points of the game, and especially would we acquaint them with the rules.

With this object in mind, we advertised a Basketball Fan's Education Night. The program was in three parts: First, a combination lecture and demonstration was given portraying the evolution of the game of basketball. Second, a competent authority on basketball rules, a man with years of experience in officiating and one closely connected with the Illinois High School Athletic Association in its standardization and improvement of the playing conditions of the game, had charge of the rules, interpretation and demonstration. The third part of the program was a regular basketball game played in 1936 style. At the conclusion of the program it was the consensus of opinion that the following valuable objectives had been obtained:

1. Basketball season had been inaugurated with a flourish before a capacity crowd. (Usually it takes two or three games to awaken interest upon the part of the fans.)

2. The demonstrations and lecture gave the fans fuller appreciation of the excellent work that has been done in the development of systematic offensive and defensive work in basketball.

3. The rules and demonstrations were perhaps the most appreciated part of the program. The real fan wants to know definitely what all of the "whistling" is about.

To open the program the crowd was put in the

proper frame of mind by a game lasting only 5 minutes, but which was full of fun for both the players and the crowd. As nearly as the writer's knowledge permitted, basketball, as played in the early 1890's, was reproduced. Peach baskets were set up as goals. Nine men played on a side. These men had been rehearsed in the long shooting, long passing, scramble type of game which was played during this period.

A note of realism was objected into the game when the boys appeared in sideburns and mustaches, and the gymnasium attire of the "Gay Nineties."

This short game permitted the fans to get an immediate insight into the fundamental strategies that later developed. The scrambling and gang-ing up that occurred on the floor revealed the need for orderly tactics, so that the long shooting, long passing system of play employing a "sleeper" and "back guard" was an obvious and logical early development. At this point the lecturer demonstrated some of the special skills required in this system of play, particular emphasis being put on the "hook pass" and the "under hand loop shot." The floor play, without opposition, illustrated the principal strategies of getting the ball down the floor before the defense could form, with the offensive forwards breaking down the side line to receive a pass from the "sleeper." A five minute game between teams that had rehearsed this style of play entertained the crowd with daring and wide open tactics peculiar to this system. The lecturer then resumed the program by explaining why the long pass and long-shooting "sleeper" back guard came to be abandoned. The reasons included the following points:

1. It was not always possible to have two big men on the same team; therefore some coaches employed a big man to play center and then drop back to guard, and used a smaller faster offensive player in place of a "sleeper." This permitted the employment of five men in the defense.

- 2 More and more emphasis began to be placed upon reducing the possibility of error in passing and shooting. To the best of the writer's knowledge, the immediate offshoot of the old "long pass game" is the "three men parallel attack." This style of offense was



demonstrated along with special skills employed, and another five minute game was played.

The side line offense which was employed somewhat in both the long pass and "three men parallel game" received its greatest development when the set five men in defense reached its temporary dominance of the game. By sending only the two forwards through the "five men defense" the three men at the front line were kept from cluttering up the offensive area. A demonstration of "five men set defense" was self-explanatory of the foregoing development of the side line offense.

The next demonstration was of the "criss-cross short pass, pivot, and block style of offense. The fundamentals of this game were demonstrated along with the fundamental patterns of floor play. More than one fan later remarked that he was glad to know why there came to be employed a straight man to man defense, shifting man defense and zone defense. A demonstration of the zone defense was one of the nicest parts of the program, and the crowd was intensely interested in the problems it presented for the offense.

Time did not permit more than a superficial explanation of the delayed offense and the pivot man on the free throw line offense. Emphasis was given to the point that in the evolution of the game the different systems were at times developing contemporarily, and that they were fostered in different parts of the country at different times. Each system slowly emerged and was based upon either the weakness of particular defenses or was an answer to the strong points of particular defenses.

The writer is indebted to Craig Ruby's book on "Basketball" for many of the integrations he has set forth. It must not be overlooked that the sequence of offensive and defensive systems were probably not the same in all parts of the country.

Our basketball fan's education night was a success, and we plan to repeat it with improvements next season.

It seems as if heroes had done almost all for the world that they can do; and not much more can come until common men awake and take their common tasks. I believe the common man's task is the hardest.—*Phillips Brooks*.

Approximately one-third of the students entering our universities today would fail to pass a test of fitness for the army, and almost 50 percent of these young men do not possess sufficient physical skill to enjoy games.—*McGill Daily Montreal*.

## A Gymnastic Circus Program

T. C. McMILLEN

This suggestion provides an extra activity for students in the gymnasium; it will give parents and friends a chance to see something new in the line of athletics.

Once the decision is reached to stage a gymnasium circus, the director must remember the essentials of producing a show. First, have something new to show, and this means training a few groups of boys. Next, make the most of what you have—costume the actors, use lighting effects, and save the best of the show until the last. Finally, have no long stage waits!

In drawing up the program the director must keep the time to an hour and a quarter. A longer period is tiresome to spectators.

If there is a YMCA or university in or near the town, get in a gymnasium team for special stunts. Furthermore, nearly every town has a retired circus performer, Vaudeville acrobat, or amateur who specializes in acrobatics. The director of the show should use such an individual if one is available.

This suggested program takes an hour and fifteen minutes if conducted with no stage waits. It uses some outside performers, but mostly gymnasium students of no particular training.

The circus is in three acts. The first uses fifteen minutes and is composed of marching, calisthenics, and an individual drill. Allowing three minutes for shifting apparatus, the second act lasts twenty minutes, and shows tumbling and pyramid building. Using another three minutes to move apparatus, the last act takes thirty minutes and is composed of apparatus work.

### DETAILS

The marching group should consist of ten or twenty boys. They should wear long trousers and hard-soled shoes. An inexpensive costume which the boys themselves can furnish is composed of white duck trousers, white shirts, and black shoes. An inch strip of red braid may be basted down the outside seams of the trousers, and a red sash may be worn around the waist.

Take a book of marching-tactics and work out a routine lasting five minutes. The group should work with music and without a leader or command of any kind.

For the calisthenic group use music but no leader and no commands. The boys should all wear the

same kind of gym suits. Their routine should last five minutes.

Following the calisthenics put on an individual performer, one of the visitors, doing an Indian-club or contortion act. This event should last five minutes.

Since there are no props to shift in the first act, each group follows the other closely; that is, when the last marcher walks off, the first of the calisthenics group comes on, and when the last of this group walks off, throw out the lights and put the spot light on the individual performer.

A few simple tumbling tricks are easily taught to a group of boys if the coach does not already have such a group initiated. The pyramids, too, are simple, and enough can be taught in one session to suffice for the circus. Allow three minutes to get the mats and spring-board on the stage, then open the second act with five minutes of pyramid building. Follow this with five minutes of ground tumbling consisting of a few front and back rolls, dog rolls, and handsprings. For the last ten minutes use the spring-board and have the best tumblers do flips and diving rolls. To end this act, have eight or ten boys kneel in front of the board, and the best boy dive over the lot. Use a spot light for this event.

Open the third act with the visiting team of

gymnasts. If a group working on the parallel bars is available, use them. Do not forget to allow three minutes between the second and third acts to move apparatus on the stage. Follow the guests' act with the "elephant," as this is the best thing in the circus.

To make an "elephant," cover the parallel bars with mats. Place a spring-board on one side and a double layer of mats on the other. The boys do front rolls, back flips, hand-springs and such over the elephant. Although easy to do, the stunts look difficult and are breath-taking to the spectators. For the last event have one of the smaller boys do a swan dive over the elephant and be caught by one or two of the larger boys. For this event use a spot-light and drum rolls.

For the finale get everyone back on the stage. Have them all do something: let the marching and calisthenics groups mark time, the tumblers turn front rolls, the pyramid groups build pyramids. Have loud music and much action.

Of course this program may be changed to suit any school material. Adding a clown helps get a laugh. Dress him up and let him clown along with each group.

"What sculpture is to a block of marble, education is to a human soul."

## A Minnesota Superintendent

*inserting this in a recent Bulletin to Principals—*

"In arranging the professional literature program of your building this year, may I again call attention to 'The Journal of Education,' a twice-a-month periodical, published at 6 Park Street, Boston, Massachusetts.

"I think I have told you before that I first became an enthusiastic reader of this periodical some two years ago. I have learned to like it tremendously and look upon it as one of the finest things that come to my desk. I know you and your teachers will enjoy it. The content is particularly well chosen. The editing is splendid. All articles are brief. It has a special feature in a 'News Digest' which teachers will like."

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## JOURNAL OF EDUCATION

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## News, Notes, and Comments

The 13th Annual Junior High School Conference is to be held on March 12-13, 1937, at New-York University, Washington Square, New York, N. Y.

Adult civic education through public forum meetings will reach nearly 2,000,000 additional Americans in the near future in seven new public forum demonstration centers just selected and announced by the Office of Education, U. S. Department of the Interior.

The 25th anniversary of the magazine, "The New Masses," will be marked by the publication of an anniversary issue to appear on the stands December 10.

The board of education at Lancaster, Ohio, in 1829, issued the following ruling relative to the use of the school building for the discussion of controversial issues: "You are welcome to use the schoolhouse to debate all proper questions in, but such things as railroads are impossibilities and rank infidelity. There is nothing in the Word of God about them. If God has designed that His intelligent creatures should travel at the frightful speed of fifteen miles an hour, by steam, He would have clearly foretold it through His holy prophets. It is a device of Satan to lead immortal souls down to Hell."

### EXTRA-CURRICULAR ACTIVITIES AND GUIDANCE BIBLIOGRAPHY

A. A. Brown, principal of the Junior-Senior High School, Fort Morgan, Colorado, and instructor in Colorado State College of Education for the Summer Quarter, 1936, with the help of his students has prepared a bibliography of available material on extra-curricular activities and guidance. Anyone having need for such a bibliography may be able to get one of the remaining copies by writing for it.

On Friday afternoon, November 20th, a two-hour conference was held at Central High School, Omaha, Nebraska, where representatives from seven public high schools in that vicinity came together to discuss "Democracy and Western Civilization." Principal J. G. Masters, of Central

High School, reports "not a dull moment during the two hours. Indeed, it seemed difficult to give the several students the opportunity to speak as widely and completely as they were anxious to do. I regarded it as valuable time spent with these young people."

Plans for the first National Social Hygiene Day, to be held February 3, 1937, are announced by the American Social Hygiene Association, of 50 West Fiftieth Street, New York City.

The Big Brother & Big Sister Federation offers a number of mimeographed bulletins describing the methods and setting forth the philosophy of that organization. These bulletins are sold at a few cents each, sufficient to cover the expense of putting them out. Persons interested in the work of the Big Brother & Big Sister Federation should write to Rowland C. Sheldon, Executive Secretary, 425 Fourth Ave., New York, N. Y.

A great, central "University of the Air" is planned for Radio Station KUOA, the non-profit "voice" of John Brown University, Siloam Springs, Arkansas.

The station hopes to operate on a 24-hour schedule. Application has been made for an increase in power from 1,000 to 50,000 watts, so that devotional and educational messages may be transmitted all over the country. No commercial programs or advertising will be carried, the station being supported by the school and by outside donations.

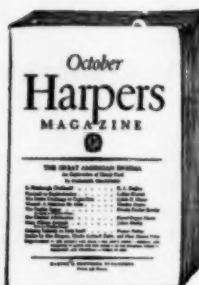
Four worries of the teacher:

1. To get the job.
2. To live on it.
3. To hold it.
4. To leave it decently.

—Midland Schools.

The lecture method is usually an insult to the intelligence of the high school student, as the teacher develops only the material in the text, which the student can easily read and comprehend himself.—G. C. Elliott.

Come, let us live the poetry we sing.—Edwin Markham.



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## How We Do It

C. E. ERICKSON, *Department Editor*

Indicative of the fundamental changes which are taking place in the so-called extra-curricular activities are the descriptions of projects included in this section this month. These changes are sufficiently significant to merit further study and comment.

Formerly these activities gained their strength and popularity from the regular subjects in the school. Teachers offered these extra activities to supplement and add to the worth of, and interest in, their subjects. History clubs, literary societies, and biology clubs were simply other methods and means of more effectively teaching history, literature, and biology. The material for, and the nature of, these activities were determined by the subject class from which these extra activities gained their source. As a result, in far too many cases, extra-curricular activities became simply a new way of doing what teachers had been trying to do for many years in their subject classes.

Several undesirable outcomes have resulted from this alliance. In the first place, extra-curricular activities tended to perpetuate, and to strengthen a form of teaching and a kind of subject matter which was out-moded. These extra-curricular activities became a palliative to bolster a decadent classroom situation. In the second place, these activities were no stronger than the subjects on which they were based. If the subjects were popular, they were popular. Their usefulness and scope were determined by the underlying subject class, and because of these narrow restrictions these activities became definitely limited.

Among the changes taking place in extra-curricular activities is the attempt to break away from allegiance to, and dependence upon, regular subject classes. They are striking out in new directions in the hope that more useful and more permanent sources of strength and service might be found. In this move there is much merit. Student activities serve one major purpose—to better aid students. No more fundamental and permanent source of strength can be found than that which definitely attempts to serve student needs.

The descriptions of activities in this issue illustrate this trend. Many of these activities are dependent upon no subject class but are free to directly serve student needs. No other support is

required than this desire, and any other alliance is often unfortunate.

The number of interesting descriptions received by this department is increasing rapidly. Your school is surely doing something which is worth passing on to other schools. We can all profit by this mutual exchange of new ideas. Keep them coming.

### A Hobby Show

LEONARD PARSON

*Evanston Township High School,  
Evanston, Illinois*

It was fascinating to many people to view tables covered with model airplanes, model boats, model war machines, model coaches, and other tables laden with interesting collections of almost anything one could name from stamps and coins to free samples. Some enjoyed especially the actual demonstration of an amateur radio station. Exhibition of many different types of skillful handwork attracted others. An exquisite model of a Roman peristyle was one of the most unique exhibits. Of course, collections of firearms and weapons were admired by men and boys. Autograph collections had their devotees. Amateur photographers concentrated on the camera club exhibit. Philatelists and numismatists were in their glory. Makers of puppets and marionettes discussed with exhibitors the intricacies of their hobby.

Some exhibits were of considerable money value, others had only "hobby" value. Our statistician estimated the money value of the entire show at about \$5,000, or an average of \$30 per exhibit. It might be said that the money value of a hobby is one of the least important things about it. Who can value in money the satisfaction that comes from doing a thing one really wants to do just because one wants to do it?

From an educational point of view, hobbies seem to offer a key to the profitable use of leisure time. Education for leisure is a present need too apparent to require demonstration here. This is one educational value that a hobby show is designed to foster. There is no need to argue the value of a hobby in terms of the relaxation

it offers an adult, but it might perhaps be pointed out that encouraging adolescents in the purposive use of leisure time should do much to insure a normal, well-adjusted, adult life. From still another angle, a hobby show offers an opportunity to give recognition to a type of pupil that as a rule gets little recognition in the regular activity of a school.

Such a show may also give a very useful indication of the real interest of a pupil. In our formalized school routine, it is too often true that vital, spontaneous pupil-interests are practically unknown so far as the school is concerned. It has been argued that a hobby is so personal and so much its own reward that such a thing as a hobby show is not only unnecessary but is destructive of the true hobby spirit. Perhaps the asking of a question gives our answer to this argument. How many people are there who do not need and crave the recognition of their fellows?

Those connected with the administration of the hobby show were much surprised at the interest it aroused in the community. Of course we shouldn't be surprised at the interest it aroused in the community. Of course we shouldn't have been surprised because the hobby area is common ground for young and old. The attendance and the comments of the visitors indicated that the show put the school before the public in a very favorable light. Public interest in the show was such as to indicate the possibility of using it as a means of financing part of the extra-curricular program should such a plan seem desirable.

The task of locating and bringing forth interesting hobbies was the most important single job. Through the cooperation of the English teachers, many of whom assigned the description of a favorite hobby as a class exercise, many of our exhibits were located. Contact with various school clubs was secured by having club members on the committee. In this way, many different sources of information were tapped. Talks with a few pupils known to be hobby enthusiasts located many of our most interesting exhibits.

The cooperation of the school newspaper and the help of the local press furnished two avenues of publicity that were invaluable. Through the school clubs interest in the show was stimulated and this publicity was, perhaps, as valuable as any we had so far as getting the support of the student body was concerned.

To check in each exhibit and properly identify it as it was received required much careful work. Here is one job that can't be too carefully done. Closely allied to this task was the job of labeling exhibits after they were set up. Uniform type-

written labels were used, but some larger printed signs for classes of exhibits would have been desirable, too. The lack of adequate exhibition cases was one of our most serious problems. Valuable exhibits required protection. We turned down a number of valuable exhibits, and others we had located never turned up, simply because we could not safely house them. Lacking cases, we tried to use a large committee of watchers to protect the exhibits. It was almost impossible to keep visitors from handling things. We officially disclaimed responsibility for the safety of exhibits, but did all we could to guarantee their safe return.

Division of the exhibits into various classes, such as handicrafts, models, collections, creative arts, and so forth, gave the chance to offer many awards. Nicely printed ribbons were given as prizes in each class. The awarding of a large number of prizes, we felt, made for more of a build-up for future exhibits. The problem of getting judges to make the awards was a real one, and people interested in hobbies worked diligently at the task of ranking the exhibits. This job should have been done before the show opened to the public, both because the crowd of visitors handicapped the judges in their work, and because

## When You Give a Party

Here are two booklets which should be helpful in planning for your social activities in the extracurricular program.

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By ETHEL BOWERS

*(What to do when planning for the party and suggested programs for large and small groups.)*

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the interest of the visitors would have been stimulated had they been able to see the show with the awards fully made.

Our show is open for just one evening. More than eight hundred cash customers were augmented by the exhibitors, active committee members, and workers in the animated exhibits. Visitors usually made a circuit of the hall, pausing at especially interesting hobbies to talk with the exhibitors who were present to explain their entries. Model builders were at work building model boats and airplanes; an amateur radio station was in operation, both sending and receiving messages; stamp collectors were at work mounting their stamps; a public address system (one of the exhibits) was broadcasting interesting points about the show or announcing the award of certain prizes. When the closing hour came it was difficult to get the last visitors to leave the hall to those of us who had work to do to protect such exhibits as needed to be locked up for the night.

### An Activities Certificate

JOHN D. ANDERSON  
Jr.-Sr. High School  
Kittanning, Pa.

An activities certificate seems to offer a solution to the problem of what to give in recognition of participation in extra-curricular activities. At least the Junior-Senior High School of Kittanning has developed such a certificate to eliminate an often-expressed complaint that some worth while activities were not recognized.

Students in the art department designed the certificate and seal used to credit participation in extra-curricular activities. The certificate itself is printed in black. The seals are printed in red and have lettered on them in black the year and activities in which the student has participated. These seals are mounted on the certificate where

they provide a year by year record. The certificate and seals present a cumulative record which can be conveniently and easily kept.

The principal, John D. Anderson, would be glad to receive appraisals and suggestions from others regarding this plan.










### A Junior High School Fire Team

ANNA E. McCORMICK

University Hill Junior High School  
Boulder, Colorado

For many years the University Hill Junior High School has maintained a fire team consisting of eight ninth-grade boys and three eighth-grade boys. These members are elected by their homeroom classmates because of their coolness, dependability, loyalty, and leadership. A chief and an assistant chief are selected by the group.

During fire drills, the members of the team

 Basketball	 Baseball	 Building	 Volleyball	 Football
 National Honor Society	<h2>JUNIOR-SENIOR HIGH SCHOOL</h2> <p>KITTANNING, PENNSYLVANIA</p> <h3>ACTIVITIES CERTIFICATE</h3> <p>This is to certify that</p> <p><u>HELEN LOUISE FULMER</u></p> <p>has creditably participated in the extra-curricular activities indicated on the attached seals</p> <p>Date <u>MAY 18 1936</u>      Supt. <u>Clyde W. Cramer</u>          Pri. <u>John D. Anderson</u></p>			 Dramatics
 Honor Society	 Reading Club	 Instrumental Music	 Publications	 Vocal Music
 In H Y H Y	  			 Subject Clubs
				

take strategic positions about the building to prevent accidents. At their semi-monthly meetings the boys discuss the best methods of preventing and fighting fires. They make a monthly inspection of the school building in an effort to discover any preventable fire hazard, and they have done much to encourage the safeguarding of homes from fire.

The Chief of the Boulder city fire department takes a great interest in this organization, cooperating with it in every possible way. On his invitation, the members visit and inspect the city's fire stations and equipment. He occasionally attends the meetings of the school team and answers questions about fire fighting. He is the chief speaker at an annual assembly program held under the auspices of the team during Fire Prevention week. Usually he brings a city fire alarm box to this meeting and explains to the school how alarms are turned in. Last year the school chief presented to the City Chief a felt letter "F" bearing three stars indicating that he had been elected honorary chief of the school team, and the big chief proudly accepted the office and the insignia.

The school takes a real interest in this fire safety organization. Membership on the team offers excellent training to the boys and enables them to be of real service in making the school safer for their schoolmates.

### A Good Citizenship Club

MAMIE MAY

*Rose Fanning School, St. Louis, Missouri*

Accidents have been practically eliminated from the Rose Fanning school which has an enrollment of over a thousand pupils. This is attributed to the Good Citizenship Club, an organization of seventh and eighth grade boys, which has operated efficiently for thirteen years under the supervision of successive presidents and sponsor. The purpose of the club is to encourage good citizenship within and without the school building, and any boy who feels that he is willing to conform to this purpose is eligible for membership. A representative from each room, from the kindergarten up, attends the meetings, and it is his duty to carry any important message between the club and his room. At present there are one hundred twelve members and sixteen room representatives.

The membership is divided into seven squads, each in charge of a "captain" and a "lieutenant" chosen by the boys. Members of the street squad are stationed on the street corners around the school and, from their position on the curb, they direct the children safely across the streets. The front yard squad, playground squad, and base-

ment squad keep the premises clean and free from rubbish. The playground squad also aids the younger children with their games, encouraging them to play, and oftentimes supervising their games. The vestibule squad superintends the closing of the doors. Passing of students through the corridors is directed by the hall and stair squads.

Problems and suggestions for improvement are discussed at meetings held every two weeks during the activity period. The captain of each squad reads a report which is on a percentage basis, a certain per cent being deducted for each deficiency such as untidy appearance, absence without permission, absence of member's badge, or tardiness in reporting for duty. The squad averaging the highest per cent for the two weeks period is considered the most proficient. Each squad thus tries to outrank the other squads, encouraging more effective work.

The aim has been to develop a spirit of cooperation not only in the school but in the community also. The club has proved itself capable of responding to emergencies, executing its duties quickly and calmly. The club motto is "C-P-C"—Courtesy, Punctuality, Cheerfulness—and with this in mind, the boys begin their daily tasks. Each feels his responsibility, and with these three tools

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### Raising School Funds

CLAUDE BAKER

*La Cumbre Junior High School  
Santa Barbara, California*

Raising funds one or more times each year for the financial support of student activities is a common problem in the high school. Generally in the junior high school the need for funds is not as acute as in the senior high school, and consequently methods of financing are not as highly developed. Expenses, however, are quite numerous, covering a wide range of items, as student funds are often used to finance athletic awards, uniforms for song and yell leaders, assembly programs, repairs to motion picture equipment, record books, advertising, stage decorations, and other incidentals relative to extra-curricular activities.

Various methods of raising funds have been described in educational literature. Schools frequently charge a student fee, the payment of which admits to membership in the all-school organization, with voting and office-holding privileges. This fee may range from a nominal sum to a prohibitory amount.

In our school, while student financial requirements are small, the student body has successfully solved its problem, and as a result there is always a fund from which to meet obligations and pay for the things that add to the zest of school life. A school-wide paper drive was conducted recently which yielded fifty tons of old newspapers and magazines, and the returns from this are sufficient to cover our expenses for several years.

But the future had to be provided for, so through the initiative of the student council, and with the consent of the student body, it was decided to make the 7B pupils responsible for raising funds by means of a paper drive. It is conducted each semester shortly after a new 7B class is received at our school, and it yields sufficient funds to replenish the original fund. The advantage of the plan is that the new 7B's feel they have made a contribution to the student organization and have earned a voice in its affairs. They make but one such contribution during their stay in the junior high school.

Considerable credit is due the 7B homeroom teachers for their share in keeping alive the tradition and the spirit of enthusiasm during the drive which lasts two weeks. Since the same homeroom teacher does not have 7B's each semester, responsibility is shifted and does not become a burden to any one teacher. A spirit of competition may or may not be present; it does develop

at times, however, and usually results in a larger collection.

Experience will develop a definite technique in handling a paper drive in any school interested in the project. Our Hi-Y boys weigh the paper, store it, and credit the various homerooms with their contributions. A small price, usually in the nature of a permanent decoration, is given to the homeroom making the largest contribution.

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# Have You Read These?

By THE EDITOR

"Colossal, stupendous, epochal; also astonishing, overpowering, breath-taking, and heartrending," begins the editorial of *The Scholastic* for November 21. Can you guess who uses these rhapsodical and exaggerated (to say the least) adjectives? Right—the motion picture advertiser. How motion pictures are made—planned, rehearsed, directed, shot, viewed, reviewed, sold, and censored, and many similar topics should be of interest to any movie patron, that is, to almost anybody. And school people will be interested in "How to Produce Your Own School Movies." By all means read the "Motion Picture" number of *The Scholastic*, and then make it available to your students.

Are athletes really "dumbbells" scholastically? Are dramatists, musicians, and newspaper staff members of high intellectual attainment? How do the religious and non-participation groups rank? How do boys and girls compare when rated on the basis of their intelligence and activity-selections? Be careful! You may be wrong! But, on the other hand, you may find support for your opinions in "Intelligence and Extra-Curriculum (note the UM) Activities Selected in High School and College," by George Baxter Smith, in the *School Review* for November.

Ever hear of an "Overseas Pen Pal Club" or a "Future Farmer Exchange Club?" Perhaps your foreign language students are now corresponding with students in other lands; and this is a fine project, but it is, of course, limited in scope. Herbert C. Hawk, in "Winfield High's Homeroom Project in International Understanding," *Clearing House* for November, describes in interesting detail, three plans used in this school whereby its students contact and become acquainted with those of foreign lands.

And while you have this magazine handy, turn to Verne M. Young's article, "Ames High Develops an All-School Social Program," for some excellent ideas on school parties for both dancers and non-dancers.

Are you emotionally maladjusted? Nervous? Shy? Excitable? Do you have indigestion, low spirits, or a conflict between sex and morality? Do you fear insanity? Which do you suppose is

the best adjusted teacher, the single woman, the married, or the widow? The primary or the high school teacher? Of course, it may not be pertinent to your case, but you should read, anyway, in the November *Journal of Educational Psychology*, Leigh Peck's report of his investigation of 100 women teachers. You will find it extremely interesting, whether pertinent or not.

"To have a student court, or not to have one," is a dilemma that all progressive administrators and teachers have faced, now face, or will face. And it has been answered, is being answered, and will be answered in at least two ways, depending largely upon one's experience or one's knowledge of others' experience with it. Whatever your own opinion, if you have one as yet, read Carl V. Gruhm's, "Aberdeen Has a Student Court," in *The Journal of Education* for November 2. If you have no opinion this article should help you to form one.

One of the benefits of the intelligence-testing movement is the "discovery" that many children fail who, apparently, have all of the necessary brains, ability, mental "it," or call it what you will, to do the educational stunts required. So failing-bug hunters are forced to look to other quarters for explanations of inexplicable and illogical failures among the "brighter" students. Hence, we are "discovering" that a high I. Q. is not, by any manner of means, all that a youngster requires in order to do "passing work." A good appropriate article, "Why Bright Children Sometimes Fail," by Julia D. H. Whittlesey—a mother and a professional guidance director, will be found in *The Parents' Magazine* for November.

Cars, trains, fountain pens, furniture, tools, and many other devices of human invention are now being streamlined, so why not streamline your schedule of assembly programs? This is the essence of Jerry J. Vineyard's "Assembly Schedule for a School Year," in the November number of *The School Executive*. His specific suggestions should be of direct and immediate assistance to any teacher or administrator who is trying to balance his assembly schedule as well as his budget.

# School Clubs

EDGAR G. JOHNSTON, *Department Editor*

## WHAT THE CLUBS ARE DOING

The reports this month come from five different states. Mr. F. J. Steuber, principal of the Rose Fanning School, St. Louis, Missouri, reports on the Good Citizenship Club of that school. Mr. George H. Colebank, principal of the Demonstration High School of West Virginia University at Morgantown, West Virginia, sends the report on the Key Club. The report on the Color Club of Greeley, Colorado, is by N. Moses. Dale Whittemore is sponsor of the Girls' Physical Education Club at Aberdeen, South Dakota, and Mrs. Audrey L. Terry is adviser of the Poetry Club reported in this issue.

### GOOD CITIZENSHIP CLUB

*Rose Fanning School, St. Louis, Missouri*

The activities of this Good Citizenship Club are based upon the belief that safety mindedness is an essential element of good citizenship. It has been an important part of the program of this school to so organize the student body that every pupil may have constant daily opportunity to derive personal satisfaction from his own safe conduct, and also the highest approval of the group to which he belongs.

In accordance with the above stated principles, Good Citizenship Clubs for boys and girls have been organized in the Rose Fanning School. One of the important functions of these clubs is to discuss, suggest, and approve regulations for the safe and orderly conduct of all pupils in all their activities. In addition to these functions, safety and the prevention of accidents in the home, on the streets, in the factory, and in all other places that affect the lives of boys and girls are discussed.

In this school, assembly programs are sometimes designed and presented by the Good Citizenship Clubs in the interest of safety education. Episodes depicting what should and what should not be done are dramatized by students. Street scenes bring out a moral lesson on the carelessly dropped banana skin, on the wrong crossing of a street, on improper use of roller skates and bicycles.

At this school one graduation program was sug-

gested by such a safety program and grew out of it.

### IT'S A JOY TO BE A KEY CLUB MEMBER

*West Virginia University Demonstration High School*

*As told by Roy Propst, President, to H. B. Allen, Kiwanis President, of Morgantown, W. Va.*

During the past week at least twenty boys have "sandwiched" their way around among our student body of 600 telling by these paired placards that they are resolved to enter the ranks of bakers, doctors, store-keepers, lawyers, aviators school teachers, or kindred occupations. Of course, the placards as well as their grotesque costumes, explain to their school-mates that they are being initiated into the University High Key Club. Many of the initiates have waited a year for this occasion for it is required of members to have definitely chosen a prospective career in order to become eligible. Not that the subsequent deliberations such as are provoked by the club meetings may not cause a new choice of objective but rather to insure that seriousness, conviction and devotion to purpose which lead to future success. So it is distinctive to belong to the Key Club. The fact that it patterns its routine of meetings on the formal customs of the local Kiwanis Club adds a touch of maturity and prestige which we boys of high school crave. Visits to the luncheon meetings of Kiwanis at the local hotel are experiences envied and treasured by Key Club members each in his turn. The little Key Club emblems patterned after the official Kiwanis pin is displayed by each member as proudly when he mingles with the business men of Kiwanis as among his cronies in school. He gains a feeling of importance too, in realizing his club is a standard organization, one among the three at the several high schools in town and conforming to the national standards set up by Kiwanis in sponsoring the junior organization.

The Key Club is truly a junior order in the family of Kiwanis for the members of Kiwanis occasionally attend our meetings as well as their own on the preceding day. Of course, they are invited, the standard Kiwanis invitation prevails, but

some come on special invitation to tell us more about their business and professional pursuits that we may more wisely fit ourselves for their occupations or others lower on the vocational ladder to success. They help us sing, we have Kiwanis song books, and we have material to make our Key Club banner. It will be like the Kiwanis banner and will as proudly provide a background for the Stars and Stripes as we see it arranged at Kiwanis. We are glad that Kiwanis takes this interest in us and are happy to help them in their various public projects. We have ushered at public concerts and theatricals, sold tickets and helped in philanthropic case-work and programs such as their Community Christmas party for underprivileged children. We think we are sampling and sharing the Kiwanis spirit and ideal of service-above-self. Some parents of Key Club members are Kiwanians but this doesn't seem to make much difference either way, all the boys are pretty well imbued with what Kiwanis means and want the Key Club to keep faith with those ideals. Some have won prize honors in school provided by Kiwanis but this alone does not make them leaders. Each fellow must win his leadership by being an untiring servant of all and a creditable candidate for a worth-while vocation. Faithful attendance, a good scholastic record, and completion of assigned commissions are the earmarks of a good Key Club member. If you want to know more about Key Clubs, talk to a Kiwanian. There should be a club in every town that boasts of Kiwanis.

#### COLOR CLUB

*Greeley, Colorado*

Children's tendency to look upon the art period as one of recreation inspired Color Club. Its aim is to keep members conscious of art as a leisure time possibility.

The nucleus of our club was chosen from the optional art class, thus automatically insuring a group made up of actively interested members. In schools where art is not an elective, some other method of selection can be used.

Three charter members were elected and they chose color names. Yellow, Red, and Blue were the names taken because the class had learned that the three primaries are pre-requisites for other colors. The art club's co-relation to the color chart serves a threefold purpose, (1) emphasizing color facts learned, (2) giving novelty to organization, and (3) limiting membership.

The limit depends on the size of the school. Ours, a small one, closed its membership when ten had been admitted, ten being the number of standard colors in the Munsell scheme. Additional

members will be taken in only when vacancies occur. Smaller schools could make five or six the limit, depending on the color scheme used, receiving only primary and secondary colors. Large schools could allow as many as thirty, which would include the ten standard colors with the tint and shade of each.

Some of our projects have been harmonizing color in class and club rooms—curtains, waste baskets, flowers and vases—and making table decorations for school parties. Color plans lead to other art activities.

We have found the Color Club interesting and hope the idea will be helpful to others.

#### GIRLS' PHYSICAL EDUCATION CLUB

*Simmons Junior High School  
Aberdeen, South Dakota*

Three hundred students at Simmons Junior High School, Aberdeen, South Dakota, are posture conscious as the result of a better posture week which was conducted by the girls' physical education club. The forty members of the club planned a program of activities and an effective publicity campaign which brought the importance of good posture to the attention of the student body.

The activities of the week were opened with

## After-Dinner Gleanings

A new book by JOHN J. ETHELL. It contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan or organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid.

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**Topeka, Kansas**



good posture sales talks in all of the home rooms. Posters were placed on bulletin boards, signs were printed on the blackboards with colored chalk, and murals painted on long sheets of paper were hung in the corridor, all to present good posture suggestions to the students. One of the most effective publicity stunts was the painting of footprints on the corridor floors, showing correct and incorrect walking habits. Paint that could be washed off was used for that purpose.

The program for the week was closed with an assembly when games, stunts, and exercises for the improvement of common posture were demonstrated by members of the club. An original play showed Weary Stoop and Iva Hump as the enemies of good posture and emphasized the relation between posture and health, pep, and personality.

Ten boys and ten girls who were selected from the student body by members of the physical education club and its faculty sponsors were announced as winners in the good posture contest and their names were placed on the good posture honor roll

#### A HIGH SCHOOL POETRY CLUB

*Thomas Jefferson High School,  
San Antonio, Texas*

In November, 1933, some half dozen boys and girls who had become interested in poetry through an assignment which had been given in a class in American Literature expressed a desire to form a group for the purpose of doing creative work. Accordingly the Poetry Club of Thomas Jefferson High School was organized. The beginning of the organization was of necessity slow, but the students were earnest. They loved good poetry: they wanted to write and were willing to work to do it. Though no formal objective has been discussed and agreed upon, the aim of the members is briefly this: to gain a deeper appreciation of things, of people, of life through the enjoyment of poetry and to give voice to their own questionings, their own feelings, their own aspirations through poetic expression.

Ever since its organization, the Poetry Club has taken its place among the school clubs, though it is necessarily very different in many respects. Unlike the typical school club, it is not so much a group problem as it is a personal one. We, as educators, speak much of individual differences. A group of this kind offers an ideal opportunity to capitalize on individual differences—to foster them—to develop them. Obviously then the organization should be very loose. Ours is. To begin with, we have no pledge duty and no initiations. Membership may be had upon the presentation of creditable work; second, there are no

dues, though each member is asked to be responsible for the sale of at least five copies of our publication when it comes out in April; and third there are no regular meetings.

What then, it might be asked, is the purpose of organization? Plenty. We have a president and a secretary, and for the past two years we have had an illustrator. Each of these offices requires work. All work must be criticized. Material for contest entries and for the bound volume must be selected and typed; the poems for the latter must be arranged in the best possible order; the book must be planned and arranged for; and the proof reading must be done. It is quite clear that if there is to be any spontaneity this work is not suitable for a group project. The moment it becomes such, the way is open for endless suggestion and pointless argument, the sponsor is likely to be compelled to dictate instead of guide, the work degenerates into a class—a curriculum—and the motive power is lost. Under the direction of our officers and sponsor our individual members take over specific duties so far as practicable, and everyone works at what he is interested in. The physical make-up of our 1935 book was entirely the work of two boys, the president and the illustrator, while our 1936 issue was planned by the three officers.

## Speeches and Rebuttal Material

### Power and Light

Each bulletin on the Power and Light Question contains the following:

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5. Two pages of advice as to the best strategy to use in the attack.
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Just what, one might ask, is expected of a member? Our members are encouraged—not assigned—to read everything they can find. If they understand it—good! If they do not, they feel free to ask for help, and time is taken to discuss the composition with them. They are to write whenever they feel like writing, and no matter what they think of the product, they are encouraged to present it for criticism, assured that it will be discussed sympathetically, but frankly and impersonally, by both fellow members and sponsor. When does the sponsor do this? Any time—all the time—for once these young people become interested in their work, there is hardly a spare minute during the day when someone is not in to discuss something read, to submit a manuscript, or to read and weigh what has been handed in by others. Beyond a doubt the criticisms and comments of one another often mean infinitely more to the student than anything the sponsor might say, and through this interchange of ideas and opinions they develop a frankness and poise that is a marvel to us of a generation ago. But the objection may be raised—unless a definite amount of work is required, is not much time wasted? Certainly not. Anyone can write a theme or prepare a debate for a specified time, but poetry is a matter of the emotions, and the emotions don't work that way. So what if some students do not write anything for weeks! The production of one good poem is worthwhile—tremendously worthwhile—if it has required a whole semester for the writing. If you have never written one, try it.

The sponsor of such a group has indeed a fascinating position, provided she is willing to work long and hard and provided she loves both poetry and people enough to make that work a pleasure. Since, as was mentioned above, the organization is a very loose one, the sponsor is not to manipulate a machine, but rather is to guide and to encourage and to bring out individuals. It is then her job to give the student help and to give that help when he needs it. This may be at a period set apart for club activities, it may be before or after school hours, or it may be at odd minutes between classes, but it is best given when he is in the mood to receive it. In the case of our own club, if we know there is not sufficient time to read an entire poem, we make it a rule never to fail to scan a few lines of it when it is received. It pays. There are, however, a few very definite things which can be expected of a sponsor: she should criticize all work submitted; she should discuss much of it not only with the writer but with other members as well—after all they learn from one another; she should not only encourage her members to do a great deal of word study, but

she will need to do a lot of it herself; she should discuss the simple points of poetic technique in a practical way, illustrating from the work of reputable poets. There is, however, one danger against which the alert sponsor must be constantly on guard—the tendency toward curricularization and over technique. As was stated before, this work is an emotional response and as such should be allowed to fit into the moods of the individual student. After all does it matter whether he writes a sonnet or a cinquain, or will he or the world be much the worse off if he never accomplishes either? There are numerous other forms that he might do and do well. Let him do them. In our club no credit is given for the work. It is kept entirely incidental; consequently we have only people who are interested. As to form—we are interested in form, but only as a means of saying well

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Columbus, Ohio

the thought which we are trying to get across to our reader. Our general rule, therefore is this: "Never sacrifice soul to form."

The measure of success of any project is the desirable outcome of that work, and the Poetry Club has done some things of which we are proud. In April, 1934, some five months after our organization, we published a little volume of thirty-four poems under the title "Dots and Dashes." Our second volume, "But for a Light," containing fifty-one poems, eleven of which were illustrated with ink drawings, appeared in April, 1935. And in April, 1936, we brought out a slightly larger volume, "If Crickets Hear," with linoleum block illustrations. It has been our plan to publish one more annual, and the fifth year we hope for an anthology covering the five years' work. The real accomplishment, however, is to be seen in the individual students. They have claimed the right to think and to express themselves; they have learned to accept criticism; they have developed in poise and purpose; they have deepened their appreciation of good things; and last, but far from least important, they have found an emotional outlet that is rather safe.

Education ought to teach us how to be in love always and what to be in love with.—*Brock.*

"Music is the most companionable of all the arts. Its great social values are generally recognized and its essential values in the worthy use of leisure time are admitted, but music has more far-reaching qualities than these. No other single force can wield as much influence in stabilizing emotions and in providing nourishment for inner spiritual qualities as can good music."

Unless the schools can stock this nation thickly with minds that are at once free and disciplined, American democracy may well go the way that self-government has gone in other nations where education has not been the popular passion that education has happily been with us.—*Glenn Frank.*

Junior Red Cross members in the senior and junior high schools of Bellefonte, Pennsylvania, organized a magazine mart. They collected old but good magazines and are selling these to the students for a few cents, depending upon the original cost. They plan to have five cents as the minimum charge. The money raised in this way will go towards a milk fund.

A book is, I think, in its best meaning an offer of friendship from him who writes to him who reads.—*Alexander Meiklejohn.*

## For Your Assembly Programs

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# Stunts and Program Material

W. MARLIN BUTTS, *Department Editor*

## "IT'S IN THE PAPER, THAT—"

*A New Year's Novelty Review*

The custom established by the newspapers of reviewing the important events of the past year in their New Year's edition, suggests a novel assembly program for January.

A large replica of a newspaper stands upright in the rear center of the stage. It is made in two sections approximately 3 feet by 6 feet each; hinged on the outside frame so that they may open as doors to expose a shadow-graph screen (sheet stretched on a frame with a light focused behind it) which is set up just in back of the newspaper replica. The effect of a newspaper may be created by covering the inside and outside of each hinged section with old newspaper.

On the left front stage is a family at home enjoying the Sunday paper, each with his favorite section. One after the other the members of the family find something of interest, and each in turn says, "It's in the paper, that . . . ." and then proceeds to relate the event that has struck his fancy. While he talks, the lights go down; the newspaper opens and behind the screen actors present a shadow-graph version of the incident.

Shadowy forms represent an olympic runner carrying the torch; a cartoon character from the comic section goes through his antics; an official of state opens a new bridge or starts the current that sets turbines of a new power plant to work; a battle rages in Spain or Ethiopia; a scoring hit from the World Series; an election speech by a politician; or any of an endless number that a search through memory or better still through newspaper files will suggest. There is nothing to prevent local color being added by including school events along with world affairs.

In a school where there are current event clubs or classes, a slightly different arrangement may be desirable. The favorite current event magazine of the school may replace the newspaper setting and a current event club or class take the place of the family group on the stage.

A colorful finale for the review may be effected by taking away the sheet so that when the newspaper reopens on its final scene "1936," represented by a tired Father Time character, is dis-

covered packing up for his departure and "1937," impersonated by the most diminutive member of the school, is unpacking his belongings in preparation for a visit of 365 days.

## A MOCK TICKET SALE

*To Advertise the Class Play*

LEANDA ZELL

A Mock Ticket Sale with Mother Goose characters, as a part of an assembly program, provides good entertainment and effective advertising for the class play.

The stage setting is a ticket window or booth from which the sales manager sells tickets to the characters in the skit. A reader reads Mother Goose Rhymes, with appropriate alterations, as the characters suggested by the lines set a good example for the students in the audience by purchasing tickets for the play.

The following rhymes have been used successfully by the author:

Mother Goose folks who like a play,  
Heard by radio or some other way,  
That we were giving a show;  
And since they all want to go,  
You'll see an old friend or two,  
Whose example is for you.

Mary had a little lamb,  
You know—Mary Palzer,  
She clipped the wool and sold it low,  
To buy a ticket for the senior show.

*Senior girl carrying lamb with huge bow. Un-knots handkerchief and counts out 35 pennies at ticket booth.*

Old Mother Hubbard went to the cupboard  
For a bone that her poor dog might lick it;  
Now when she got there the cupboard was bare,  
But she found a senior play ticket.

*Girl in old-fashioned long dress dragging toy dog at end of string.*

Peter, Peter, pumpkin eater,  
Had a wife and couldn't keep her;  
Bought her a ticket for the senior play,



Now she stays home with him every day.  
*Boy carrying paper pumpkin.*

Little Jack Street  
Sat in his seat,  
Eating his Christmas pie  
He stuck in his thumb,  
And pulled out, by gum!  
A senior play ticket, MY!

*Boy carrying pie tin with paper pasted over top.  
As he reaches booth, he sticks fingers through paper  
and pulls out a ticket.*

John Sahli be nimble, John Sahli be quick,  
John Sahli jump over the candle-stick;  
And you shall go to the senior play  
To see "APPLESAUCE" this very day.

*Boy carries candle. Sets it down at booth. Jumps  
over it after buying ticket.*

Simple Simon met a pieman  
Going to the senior play;  
Sa'd Simple Simon to the pieman,  
"What do you have to pay?"  
Said the pieman to Simple Simon,  
"Thirty-five cents, they say."

*Two boys come on from opposite sides. One  
wears hat, other holds tray on head. Upon meet-  
ing each says his appropriate line.*

Thomas, Thomas, Mr. Lucas' son,  
Stole a pig and away he run,  
The pig was eat and Tom got beat,  
But Monday night he got a very good seat.

*Boy carrying cardboard pig under arm rushes  
in hurriedly; looks anxiously around while buying  
ticket; then runs off.*

Now there was an old woman who lived  
in a shoe.

She had so many children she didn't  
know what to do;

So she piled them all into Ralph Gludd's  
old "fliver"

And took them to the play without a quiver.

*Girl in long skirt and old fashioned dusting  
cap, followed by number of small freshmen.*

The Queen of Hearts  
She made some tarts,  
With "Applesauce" she filled 'em;  
She sold these tarts  
To a boy named Mart,  
Who for a ticket swapped 'em.

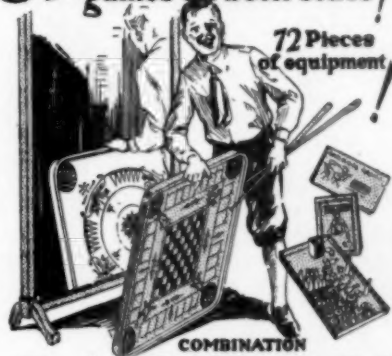
*Girl wearing paper crown and carrying tray  
on which is pasted an advertising bill of the play  
cut in heart shape.*

Old King Cole was a jolly old soul,  
A jolly old soul was he;  
He called for his pipe,  
And he called for his bowl,  
And he called for his fiddlers three.  
Then, he called in his family for them to say,  
When there was going to be a big senior play;  
Then, he dug down deep in his kingly robe,  
With never a frown nor a pout,  
And up from his innermost pockets came  
Dollars and bills galore;  
And tickets be bought, this jolly old soul,  
For Felix and Florence and more.

*Boy with crown and bathrobe. In his pocket a  
huge roll of "commercial department" paper  
money. Following him three or four boys with  
suckers or stick candy.*

Here's Miss (teacher's name) in her car  
Sputtering up the hill,

**57 Fascinating Games**  
**..games on both sides!**



**CARROM**  
**AND CROKINOLE**  
**GAME BOARDS**

Not if, but when—winter comes one of  
these famous game boards in the home  
and in the school can solve many a prob-  
lem of what to do.

We are discontinuing the sale of  
this line of supplies and offer the  
few boards we have in stock at  
the wholesale price of only \$2.98  
F. O. B. Topeka, cash with order.

*This offer withdrawn automatically as  
soon as stock is exhausted.*

ORDER YOURS IMMEDIATELY

**School Service Co.**  
**Topeka, Kansas**

She fears the tickets are all gone  
For our vaudeville.

## A SENIOR'S DREAM

*Another Play Advertising Stunt*

LEANDA ZELL

*No stage setting required. At rise of curtain a member of the play cast—preferably the hero—is found storming up and down the stage.*

SENIOR: Mother! (pause) Ma!! (pause) Mam-ma!!! (shouts.)

MOTHER: (from off stage) Yes, dear. (Comes on. Helps him off with coat. Pats him on shoulder.) You dear tired boy. (Gets him a cup of coffee. Exits.)

SENIOR: (Sits, drinks coffee.) Well, I haven't been doing anything but practice, practice, practice for weeks. (Name play.) Nothing else matters anymore. (Yawns, leans back, falls asleep.) (Sandman comes in. Sprinkles confetti from bag of dreams. Hangs up DREAM sign. Exits.)

(A few members of the play cast enter to practice.)

ONE MEMBER: Hi, (names sleeping senior. Give real names) How's the hero?

SENIOR: (Waking) I've been studying my part, trying to get it exactly right. Now take this, for instance, would it sound better to say, "Are you going, Marion?" or "Are you going, Marion?" or "Are you going, Marion?"

ANOTHER MEMBER: Oh, ask Miss (coach.) Here she comes now.

COACH: Well, are you people ready for practice?

ANOTHER MEMBER: Sure. Let's snap into it.

(Here give any short catchy part from the play to advertise it. When this is finished, the hero falls back into his chair again, as all exit. Sandman sneaks in, takes away DREAM sign. Immediately the hero falls out of his chair, waking up from his dream.)

MOTHER: (Rushing in to pick up her son) Why, dear, you've been asleep so long. Did you hurt yourself?

(Curtain)

## THEATRE PARTY

LEANDA ZELL

For a time we had nothing but dancing parties. Finally when a change was desired, we planned an Orpheum Theatre Party. We arranged to have

one class, the seniors, give the party for another class, the juniors.

Stunts were selected and then groups appointed to work out the details of their stunts, to collect properties and to practice at least once.

The night of the party, chairs were arranged on the floor of the gym in theatre fashion. Ushers in uniform handed the groups programs and cardboard nickels with which to buy all-day suckers, Eskimo pies, and lemonade which were sold during intermissions by the ushers. Waste baskets were passed by the ushers also to take care of the wrappers.

After the acts by the entertaining group, amateur hour for the audience was conducted with prizes (huge dolls made of stuffed stockings and crepe paper) offered the best contestants as judged by two seniors and one teacher. It is wise to have four or five of the audience coached beforehand

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so as to get the amateurs started. The numbers might consist of recitations, songs, whistling, bird and animal imitations, tap dancing, pantomime, etc.

Bank night came next. All the programs were numbered, and guests were told to save them for this purpose. Duplicate numbers had been put on slips of paper, and the drawing was done from a hat by a member of the audience. The amount won was a shiny new penny.

A few "Dont's": Don't have the ushers sell the refreshments too early in the evening. Don't have the skits and the stunts too long, or something that takes memorizing and practice. "Mrs. Jarley's Wax-Works" (with a reader) is excellent as most of the comedy arises from the costuming and the mechanical movements of the actors. Other rapid-fire successes are "And the Lamp Went Out" (with a reader,) "An Italian Tragedy" with parts typed on numbered calling cards held in the palm of actor's hand.) Then there might be sprightly music by a few members of the high school orchestra, and a tap dance number always goes over big. Don't let anything drag. Have a student master of ceremonies who will put things over and keep them running smoothly.

#### A FAKE SOLO

MIGNON QUAW LOTT

Here is a stunt that may be easily staged at one of your programs: The idea is that one person pretends to be singing or playing a solo, while the real performer is behind a screen doing the actual singing or playing. Choose somebody who is notoriously unmusical for the faker, but this person should have a good enough sense of rhythm to follow the requisite motions.

The success of this stunt depends upon perfection of detail. Your chairman comes forward and says: "Ladies and gentlemen, you all know Horace Borden for a star football player. But few among you realize that he is also a singer (violinist, sax player, etc.) He is going to favor us this afternoon with a solo." Upon this announcement Horace comes forward, bows, waits for the prelude, during which time the real performer is sighting him through the crack in the screen in front of which Horace is standing. At a distance it is impossible to detect the fake.

Horace performs, takes an encore, and then—Alas; he sneezes right in the midst of his high note and the singing keeps right on. Horace retires in embarrassment, while the real singer comes out and finishes the song. This stunt can also be done in the same fashion with a quartet, a trio of musical instruments, a duet of singers, etc.

The only precaution is that the fake performer must stand directly in front of the real one. A big screen is necessary for the deception, but be careful that the real performer is not seen behind the screen.

I believe that the dissatisfaction of young people is a good thing. . . . Just as long as our youth in American cities take an interest in what our government does, there is hope for the future.—Mrs. Franklin D. Roosevelt in *The American Observer*.

The books which help us most are those which make us think the most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker is a ship of thoughts, deep freighted with truth and with beauty.

—Theodore Parker.

#### Costumes for Rent

We carry a full line of costumes, wigs, beards, grease paints, evening dress suits, tuxedos, and wooden shoes, etc. for home talent shows and entertainment. Your show will always be better with the proper wigs or such as butler, bell boy, and police uniforms.

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# Parties for the Season

MARY HELEN GREEN, *Department Editor*

## SOCIAL SECURITY

On January first the social security program of the United States goes into effect. The outcome of this plan will be determined after the country has gone through a period of experimentation.

Since the month of January does not suggest any seasonal holiday or birthday parties, should one feel that his social security is endangered? Why wouldn't it be fun to take "courage for the future" and do some of this experimenting at one of the parties? Social security will then be assured with "benefits for thousands."

### INVITATIONS

#### SOCIAL SECURITY ACT

To be returned to.....  
 On January.....  
 At.....o'clock  
 Application for Account Number  
 Social Department  
 .....School (or class)  
 Name.....

These applications are to be returned at the time of the party and exchanged for a S. S. numbered tag which is to be worn in a conspicuous place. The guests then lose their original identity and are known only by their numbers during the party.

These numbers determine the group to which a player belongs. If the number of guests is sufficiently large there should be several groups of the employed and at least one of the unemployed, the needy aged (over sixty-five) and the needy blind. To come within the accuracy of the law, there must be at least eight employees. For convenience nine will be preferable, thus making ten with the employer or leader. Other groups should also have ten, one of whom is the leader. Automatically, those holding tags numbered one, eleven, twenty-one, thirty-one, etc., become the employers or leaders. Those holding tags numbered two through ten are members of the group of which number one is the leader; twelve through twenty belong to number eleven and so on.

Slips of paper on each of which is written one of the classifications to be represented should then be drawn by the leader of each group. Slips for

the employed should include the name of the business.

It would be impossible to have social security without money. Obtain paper money in small denominations from some novelty shop. Each group is to receive as many dollars as the sum total of the tag numbers of its members excluding that of the employer or leader who is not entitled to any. He is merely the treasurer. The unfairness of the amounts will be true to life and will cause more fun when the money begins to circulate.

In the group stunts and games which follow the winners are to receive one-fourth of the funds of each of the other groups. At the end of the party, financial success is recognized with a grand prize—all day suckers to keep them employed for some time. In planning the entertainment, consideration should be given to the status quo of the guests. Each group could stage an original stunt representing its particular status. This may tax the mind. Why not be modern? Everything else is being taxed.

The blind may enjoy a game which employs senses other than seeing. Perhaps smelling pungent odors, sight unseen, or guessing names of songs played on the piano would please them. In consideration of the aged, old familiar songs could be played. The crippled aged might be successful winners in a race made while hopping on one foot. Song suggestions for the above are:

Annie Laurie.

Auld Lang Syne.

Believe Me, If All Those Endearing Young Charms.

Columbia, the Gem of the Ocean.

Dixie Land.

Drink to Me Only With Thine Eyes.

Grandfather's Clock.

Last Rose of Summer.

Love's Old Sweet Song.

Old Oaken Bucket.

### CREATIVE LEISURE

Further suggestions for entertainment for this heterogeneous group of guests may be classed as creative leisure.

### FINGER PAINTING

Modern finger painting may be worked out in the form of a race. At one end of the room, line



up the various groups in parallel lines. At the other end, directly in front of each group, sketch two hands on a blackboard or on paper. Near each sketch place a box of crayons or chalk. Label each finger with the name of the color to be used on it. The first persons in each group race to paint one of the fingers as indicated, returns to the second, who in turn paints another. When the ten members of the group have raced, the finger painting should be finished.

#### MODELING

Give each person a small card, toothpick and a stick of gum, which when chewed may be made into a small animal on the card. The individual who has shown the most artistic ability gains honors for his team.

Give each group a bag of gum drops, assorted as to size, shape and color; a knife, toothpicks, cloves and cinnamon drops. The group making the cleverest figure or figures gains financial support.

#### DRAMA

An extemporaneous staging of a previously prepared skit, stunt or pantomime is hilarious fun. It is necessary to have an especially good leader for this form of creative leisure. The characters will be selected by number from among the guests. An individual reading may be substituted for group creativeness.

#### MUSIC—AND REFRESHMENTS

As a climax to this entertainment there is nothing better than the singing of popular songs or the creating of music by a hastily chosen band. (Critics may question the amount of music.) Equip band members with hats and musical instruments from mother's kitchen. There's a vogue for tin ware in decorations! This band should then lead the march to more social security—the cafeteria line of refreshments, where there is "an attempt to ease human ills" and "enough for everybody." Here warm gingerbread with whipped cream or hot chocolate with sandwiches will be found.

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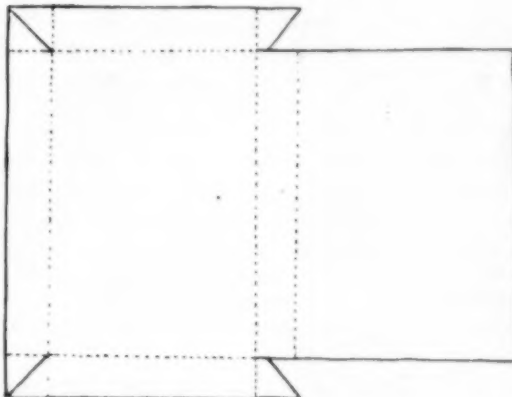
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The aged and the blind should be served first, of course, the unemployed who are apt to have gnawing pangs of hunger should not be forgotten.

**MAY THIS EXPERIMENTATION IN SOCIAL SECURITY BE A SUCCESS!**

#### LITERARY LIBERTIES

##### A FACULTY PARTY



If there is a book club among the faculty members, or if there is an organized faculty group, a dinner or evening party of Literary Liberties is suggested for January.

## OCCUPATIONAL INDEX

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### National Occupational Conference

551 Fifth Avenue  
New York

Library borrowers' cards are to be given to each guest in order that he may check out a book later on. At a dinner party these may be used as place cards. These should include the guests' names and an imaginary name of a sponsor or advisor such as "Miss Recreation."

Following the pattern sketched, make books from different colors of construction paper or other medium weight paper and attractively decorate them with ink, paints, gold tape and modernistic cut-outs. These books may be three inches wide, four inches long and one-half inch thick, or larger if desired. The books may be given titles of familiar books, using the name of a faculty member as the author. For instance, "Bird Notes" could be assigned to the biology instructor; "Keeper of the Keys" to one who frequently loses his keys. Original titles may be substituted.

Place the attractive books in small groups between book ends on tables, or on book shelves. Miniature dogs will serve as book ends. From these the guests may borrow a book on their borrower's card.

Within these books are found a pencil and small sealed envelopes each representing a chapter of the evening's program. The envelopes are to be opened at times stated by the leader.

Another way to use these books is as a favor place card to hold candy or nuts or as a means of serving refreshments of cake or sandwiches wrapped in waxed paper. A drink or ice cream may be served from another source.

Here are several suggestions for chapters, any three or four of which may be used:

A. A numbered exhibit representing book titles may easily be prepared. Paper on which to write these titles will be found in one of the envelopes. Suggested books are:

1. Scarlet Letter
2. Bent Twig
3. Cathedral
4. Professor's House
5. Black Arrow
6. Drums
7. Red Badge of Courage
8. Blue Flower
9. Blue Bird
10. Odd Number
11. We
12. Fisherman's Luck
13. American Flaggs,
14. Three Bags Full
15. Seven Pillars of Wisdom

B. Members of the faculty may be called on to represent these or similar book titles.

1. Marks of an Educated Man

2. Around the World in Eleven Years
3. Bachelor Prince
4. A Good Time
5. Full Flavor
6. If I Have Four Apples
7. So Like An Angel
8. Gone With the Wind
9. Seven Iron Men
10. Pearl Diver
11. Scottish Chiefs (*McEwen, McKown*)
12. Lucy Gayhart
13. Marian-Martha
14. Sons (*Thompson, Lawson, Grayson*)

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## NATIONAL RECREATION ASSOCIATION

315 Fourth Avenue New York City

15. Education of a Princess (Marie)

The last six will depend on the names of the people in the group.

C. If your community has not had the problem about the bookworm, try this:

There are three volumes of a series of books placed in order on a book shelf—volumes 1, 2 and 3. Each book has a cover one-eighth inch thick and between the covers the measurement is one inch, thus making each book one and one fourth inches thick. A bookworm eats his way through the books starting at the beginning at the first chapter of the first volume and eating through to the end of the last chapter of the third volume. Through how many inches does he eat?

*Answer.* One and one-half inches.

D. Since limericks have been so popular in contests, write all but the last line of one which fits into the particular party group and have the guests finish it.

E. What do we say?

1. As poor as a
2. As thin as a
3. As fat as a
4. As brave as a
5. As spry as a
6. As bright as a
7. As weak as a
8. As proud as a
9. As sly as a
10. As strong as an
11. As fair as a
12. As rich as old
13. As cross as a
14. As pure as an
15. As neat as a
16. As dead as a
17. As white as a
18. As flat as a
19. As red as a

*Answers:*

1. Church mouse
2. Rail
3. Pig
4. Lion
5. Chicken
6. Dollar
7. Rat
8. Peacock
9. Fox
10. Ox
11. Lily
12. Croesus
13. Bear

14. Angel

15. Pin
16. Doornail
17. Sheet
18. Pancake
19. Beet

F. Authors' Guessing Contest.

1. An American manufacturing town
2. Value of a word
3. A slang expression
4. A young domestic animal
5. A disagreeable fellow to have on one's foot.
6. To agitate a weapon.
7. Fast indeed.
8. A tax and a weight
9. Dwellings of civilized men
10. Meat from a pig

*Answers:*

1. Lowell
2. Wordsworth
3. Dickens
4. Lamb
5. Bunyan
6. Shakespeare
7. Swift
8. Milton
9. Holmes
10. Bacon

G. Extemporaneous book reviews of the borrowed books make a good chapter, providing the guests are spontaneous in their responses.

Attractive books from the dime store will serve as prizes for the winners of the game.

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## School Activities Book Shelf

**CURRICULUM DEVELOPMENT**, by Hollis L. Caswell and Doak S. Campbell. Published by American Book Company, 1935. 600 pp.

The authors of this book are professors in the George Peabody College for Teachers, where the forces at work on problems of curriculum construction have collaborated in a major curriculum laboratory. The book presents the considerations and practices which have come to hold a place of importance in the point of view of the authors toward curriculum development. Out of extended field experience in curriculum programs and intensive study of specific problems comes this timely volume. The present movement toward a critical examination of our educational system must start with a revision of curricula. This book fits admirably into the picture of a national program of educational progress.

**THEORY AND PRACTICE OF PSYCHIATRY**, by William S. Sadler. Published by the C. V. Mosby Company, 1936. 1231 pp.

The author of the book is Chief Psychiatrist and Director of the Chicago Institute of Research and Diagnosis, and Consulting Psychiatrist to Columbus Hospital.

The volume is divided into five parts: Part I, The Theory of Psychiatry; Part II, Personality Problems; Part III, The Neuroses; Part IV, The Psychoses; and Part V, Psychotherapeutics. A large number of the topics treated are of particular value to anyone who is engaged in the important task of educating the youth of today. Some of these are the discussion of the common tendency of mankind to attempt to escape from the harsh realities of life, various personality problems, the psychology of childhood, play, education, discipline, adolescent difficulties, family relations, the physician as a personal counselor, habit, and the importance of will. A convenient glossary at the end of the book lists the pronunciation and meaning of several hundred technical terms; a carefully prepared index makes the information on various topics readily available. Where mental hygiene is receiving a measure of the attention it deserves, there will be important and valuable use for this book.

**SHAKESPEAREAN NIGHTS**, Unified Arrangements of Interwoven Scenes by Estelle H.

Davis, Department of English, Barnard College and University Classes, University Extension, Columbia University; Edward Stasheff, Department of Speech, Bryant High School, New York City. Published by The Bass Publishers, New York, 1935. 242 pages.

This book contains three Shakespearean Fantasies, *The Enchanted Isle*, *Midnight at the Mermaid*, and *the Garden of Stratford*. Each is made up of an introductory playlet setting up a situation which provides a pretext for the presentation of a number of diverse scenes from Shakespeare. These cuts are thus unified by their relation to the plot of the Induction.

Brief dialogues in the introduction prepare the audience for the successive selections by identifying the source of the scene and explaining the time, place, and situation. A brief conclusion including all the characters then binds the various parts into a unified whole.

These plays thus solve the major problems which confront the director by placing Shakespeare within the grasp of a student cast lacking the expert dramatic ability and the technical facilities for the production of a complete Shakespearean play, also by popularizing Shakespeare with the audience.

**HIGH SCHOOL ADMINISTRATION**, by C. R. Maxwell, Dean, College of Education, University of Wyoming; L. R. Kilzer, Professor of Secondary Education, University of Wyoming. Published by Doubleday, Doran, and Co., Inc. 1936. 514 pages.

Presented in this valuable book are the most important contemporary problems of high schools and the best solutions of these in progressive schools. According to this text an increased enrollment, about three-fourths of whom expect no further education, has caused a diversity of backgrounds, aptitudes, and objectives, thus resulting in these numerous administrative problems.

The new concepts of these difficulties are emphasized in such chapters as *The High School Principal*, *Individual Differences*, *the Program of Studies and the Curriculum*, *Guidance: Vocational, Supervised Study*, and *the Selection and Assignment of Teachers*.

This book is of special value as a text in



teacher training courses in high school administration and as a guide for actual teaching experience.

**PARTNERS IN PLAY**, Recreation for Young Men and Women Together, by Mary J. Breen. Published by A. S. Barnes and Company, 1936. 185 pages.

What Recreational Activities can young men and young women enjoy together? In this book prepared for the National Recreation Association and National Board of Young Women's Christian Associations, the question is very sensibly and enjoyably answered for recreation leaders of young people on playgrounds, in community centers, young men's and young women's associations, and churches.

The author first presents The Need for More Organized Play, Some Aspects of Effective Leadership, and a Recreation Program for Mixed Groups. She then describes in detail activities for parties and socials, hiking and outdoor programs, arts and crafts, music and drama, discussion groups, and study clubs.

All recreational leaders should be interested in this valuable book. It points the way to real partnership in play.

The greatest success has not yet been achieved in business; the most wonderful invention has not been developed; the finest painting has not been painted. Superlative success in any walk of life has not yet been accomplished, and never will be as long as young people train themselves to think, and have a proper appreciation of the value of real education.—*Thomas J. Watson, President International Business Machines Corporation.*

How happy is he born and taught  
That serveth not another's will;  
Whose armour is his honest thought,  
And simple truth his utmost skill.  
This man is freed from servile bands  
Of hope to rise or fear to fall;  
Lord of himself, though not of lands,  
And having nothing, yet hath all.

—*Wotton.*

Dreadful pictures are often painted of the changes occurring in an athlete's heart and lungs after he assumes a sedentary life. The most serious fatty changes occur about his waist line, as he usually retains his athlete's appetite without the appetite's facilities for burning up this excess fuel.

—*Hygeia.*

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## Comedy Cues

Teacher: Give the names of three of the most prominent gardens in history.

Young America: Eden, Madison Square, and Mary.

Football Coach: What experience have you had?  
Freshman: Well, last summer I was hit by two autos and a truck.—*The Wheel*.

### INDISPENSABLE

Father to young son sucking his thumb: "Say, son, don't bite that thumb off. You'll need it some day when you are old enough to travel."

"Do you think a college education pays?"  
"Certainly it does. My son graduated from Yale only year before last and today he got a job in a stone quarry, all because of the practice he got in college as a hammer thrower."

### MACHINE AGE TEMPERAMENT

Gus: "The horn on your car must be broken."

Mr. W.: "No, it's just indifferent."

Gus: "Just indifferent?"

Mr. W.: "It doesn't give a hoot."

### NOT MISSED

A successful business man, after eight years of absence alighted at the station of the old home town. There was, despite his expectations, not one on the platform whom he knew. Not one.

Discouraged, he sought out the station master, a friend since boyhood. To him at least he would be welcome, and he was about to extend a hearty greeting, when the other spoke first.

"Hello, George," he said. "Going away?"

—*The Balance Sheet*.

### ANANIAS, BEWARE!

Two students on a train were telling about their abilities to see and hear. The one said:

"Do you see that barn over there on the horizon?"

"Yes."

"Can you see that fly walking around on the roof of that barn?"

"No, but I can hear the shingles crack when he steps on them."—*Texas Outlook*.

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